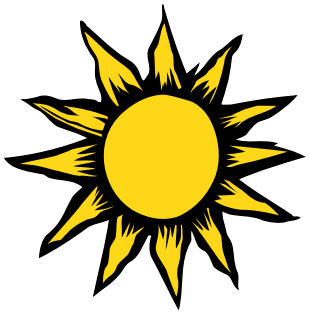

California English Language Development Test

# Reporting 2001 CELDT Results to Parents/Guardians

## Assistance Packet for Districts/Schools

## DRAFT

prepared by the

Standards and Assessment Division
California Department of Education

February 2002

# Table of Contents

Suggested Activities for Reporting 2001 CELDT Results to Parents/Guardians ..... 1

Reporting the 2001 CELDT Results Questions and Answers for Parents/Guardians ..... 4

Sample Cover Letters for Principals to Send with Student Proficiency Level Reports ..... 7

- Sample Student Proficiency Level Report (front and back) ..... 10
- About Your Student's Proficiency Level Report ..... 12

Presentation Masters ..... 13

Appendix A

- Sample 2001 CELDT Reports for Schools and Districts
- TIP Guide

# Suggested Activities for Reporting 2001 CELDT Results to Parents/Guardians

The *Reporting 2001 CELDT Results to Parents/Guardians Assistance Packet for Districts/Schools* is designed to assist schools and districts in their efforts to respond to the questions and concerns of parents/guardians of students who took the CELDT in 2001. Materials included in this packet also have been developed for presentations and other communication activities to inform parents/guardians of students who are moving toward English fluency.

This packet provides a brief description of the testing program in a question and answer format, sample principal's letters, a sample CELDT Student Proficiency Level Report, a brief explanation about the report, and presentation masters. Although all of the materials included in this packet are in English, translations of the parent information are being prepared in other languages and will be posted when completed on the California Department of Education website.

Materials in this packet will assist in local, regional, and state efforts to help parents/guardians become better informed and actively involved in their student's learning. This information should be shared with district and school representatives, advisory committees, and support groups who work with parents/guardians, students, and community leaders.

## Parent/Guardian Information

Schools and/or districts need to provide a variety of opportunities for sharing information with parents/guardians. Some suggested activities include:

- Schedule presentations about the 2001 CELDT results and the school's instructional program at planned information sessions for the parents/guardians of students who took the test (i.e., PTA, School Site Councils, and District and School English Learner Advisory Committees). Include information about 2001 results and the annual assessment for 2002.

- Prepare a brief article about the CELDT for school/home newsletters.

- Work with parent/guardian leaders to offer neighborhood coffees to provide information and answer parent/guardian questions and concerns.

- Have English Learner teachers/coordinators and other designated staff provide information about the CELDT in their information materials and at meetings and presentations.

- Work with other agencies that assist families whose primary language in other than English to provide information about the CELDT, its purpose, and use of the results.

## Immediate Assistance for Parents/Guardians

The process for reporting individual student results suggests the need to provide parents/guardians with immediate assistance, including:

- Have designated school/district staff members and/or parent leaders on hand at school sites or appropriate locations for 2–3 days after student proficiency level reports are distributed to answer parent/guardian questions and concerns. Notify parents/guardians of the time and location for this assistance in the cover letter that goes with the report.

- Set up a CELDT Information Hotline that parents/guardians can call to ask questions about their student's results. Advertise the hotline through newspapers of all major languages and other available means.

- Provide translations of student results and other CELDT information in the home languages of parents/guardians when possible. When translations are not possible, notify parents/guardians when, where, and how language assistance is available. Translations of the questions and answers for parents/guardians, sample principal's letters, sample student proficiency level report, and presentation masters for this assistance packet will be posted on the Internet as soon as they are completed.

## Student Communication

A primary purpose of the CELDT is to provide information to parents/guardians about their student's level of English proficiency. Students also need timely feedback about their results. Suggested activities may include:

- Encourage parents/guardians to discuss the CELDT results with their student

- Provide opportunities at school for students who took the CELDT to ask questions about their CELDT results and the instruction program(s) to which they are assigned.

- Make sure student leaders are informed about how and when CELDT results are to be reported to students and the public, what they mean, and how they are to be used.

- Prepare a brief article about the CELDT for student newspapers.

# Employee Information about the CELDT

District and school employees are key to the success of any communications effort. Parents/guardians and community members turn to school employees for answers to their questions or concerns about education. Activities to prepare employees for their role as key communicators may include:

- Include information about the CELDT in staff meetings to prepare employees (classified and certificated) to answer general questions about the exam and to explain when, where, and how parents/guardians can receive information and assistance.

- Provide employees with written information that parents/guardians receive (e.g., questions and answers for parents/guardians, the sample student proficiency level report, and explanation about the results).

- Tell employees when and what aggregate CELDT results will be placed on the Internet to prepare them for questions they may receive from parents/guardians and other community members.

# Reporting 2001 CELDT Results

## Questions and Answers for Parents/Guardians

***What is the California English Language Development Test (CELDT)?***
State law (Education Code sections 313.60810, and 60812) requires the development of a state test that school districts must give to students whose home language is not English. This test is called the California English Language Development Test (CELDT).

***What is the purpose of the CELDT?***
The purpose of this test is to:
- identify new students who are English Learners, in kindergarten through grade 12
- monitor their progress in learning English
- help decide when they are proficient in English

***Who is an English Learner?***
An English Learner is a student with a home language other than English, who is not yet proficient in English.

***Who must take the CELDT?***
All students whose home language is not English must take the test within 30 calendar days after they are enrolled in a California public school for the first time to determine if they are English Learners. The CELDT also must be given once each year to English Learners until they become proficient in English.

***Do English Learners with disabilities take the CELDT?***
Yes. All English Learners must take the CELDT. Students with disabilities may use accommodations as specified in the IEP or 504 plans.

***What does the CELDT cover?***
The CELDT covers listening and speaking skills for students in kindergarten and grade 1. The test for students in grades 2 through 12 covers three skill areas: listening/speaking, reading, and writing skills. The CELDT at all grade levels is based on English Language Development standards adopted by the State Board of Education (SBE).

***Who decided what the CELDT should cover?***
Content review committees were convened to review proposed test items. These were composed of educators from a variety of school districts including teachers from every grade span, resource teachers, and site and central office administrators. Bias and sensitivity review panels were also convened that were composed of parents, community members, and educators representing a variety of language and cultural backgrounds.

***What types of skills are assessed in the three areas of CELDT?***
The following skills are assessed within the three areas:

**Listening/Speaking**
Follow oral directions
Phonemic awareness
Oral vocabulary
Phonemic control
Story retelling

**Reading**
Word analysis
Reading vocabulary
Synonyms
Antonyms
Fluency
Reading comprehension
Literary analysis
Structures

**Writing**
Grammar mechanics and structured items
Writing sentences
Writing a story/essay

***Who gives the CELDT?***
Only trained examiners who are proficient in English give the test. The listening and speaking parts of the CELDT are given individually to each student. The reading and writing parts are given to groups of students.

***How long does it take for students to complete the CELDT?***
The CELDT is an untimed test, but the listening/speaking part of the test is administered individually and take about 20 minutes for each student to complete. The reading and writing parts are administered as a group and take about 90 minutes to complete.

# Reporting 2001 CELDT Results

## Questions and Answers for Parents/Guardians

***How and when do parents/guardians get their students 2001 CELDT results?***
As soon as the testing contractor scores the tests, the results are sent to the school district. The school district then must report the results for each student to the parents/guardians within 30 calendar days.

***How are the CELDT results reported for individual students?***
There are five levels of English proficiency a student can achieve. They are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The report for each student provides a proficiency level for each skill area tested (listening/speaking, reading, and writing) and the student's overall English proficiency level for all skill areas combined.

***How were the proficiency levels for each skill area determined?***
Students received a raw score for each skill area assessed (except for kindergarten and grade 1 that only assess listening/speaking). The raw scores were converted into scale scores. The State Board in May 2001 established cut points for the scale scores that identify the proficiency level achieved.

***How is the overall proficiency level determined?***
Students are assigned a proficiency level (Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced) for each skill area: listening/speaking, reading, and writing for grade 2 through 12. The overall scale score is derived from weighting the skill area scale scores as follows: 50 percent listening/speaking, 25 percent reading, and 25 percent writing. Students in kindergarten and grade 1 are assessed only in Listening/speaking, and there is no weighting.

***What is a scale score?***
A scale score converts a raw score (i.e., number correct) into a specified numerical range. Unlike raw scores, scale scores permit the direct comparison of test results from one administration of a test to another. The chart on page 4 shows the scale scores for identifying a student's English proficiency level.

***How are results of the CELDT used?***
Test results for newly enrolled students are used to help identify students as English Learners who need to develop their speaking, listening, reading, and writing skills in English. Results from the CELDT given annually are used to see how well English Learners are learning English and if they are ready to be reclassified as fluent English proficient.

***Who sees the CELDT results for individual students?***
Only authorized school personnel, the student and parent/guardian see individual results on the CELDT.

***How can parents/guardians find out more about the CELDT or their student's results?***
They should contact their student's teacher and/or school office. Parents/Guardians are invited to request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school.

***How do districts identify students as English Learners or as Fluent English Proficient from the CELDT results?***
The law requires districts to use the CELDT as the primary indicator of English proficiency for the initial identification of English Learners. The criteria recommended to guide the initial identification of a student as either Fluent Proficient or as an English Learner is on page 4.

**For more information regarding the CELDT visit the website at: http://www.cde.ca.gov/statetests/celdt/.**

# Reporting 2001 CELDT Results

## Questions and Answers for Parents/Guardians

### CELDT Scale Scores For Overall Proficiency Levels

| | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|---|---|---|---|---|---|
| **Kintergarten** | 409 and below | 410–457 | 458–505 | 506–553 | 554 and above |
| **First Grade** | 423 and below | 424–470 | 471–516 | 517–563 | 564 and above |
| **Second Grade** | 442 and below | 443–482 | 483–523 | 524–564 | 565 and above |
| **Grades 3–5** | 446 and below | 447–487 | 488–528 | 529–568 | 569 and above |
| **Grades 6–8** | 446 and below | 447–487 | 488–528 | 529–568 | 569 and above |
| **Grades 9–12** | 446 and below | 447–487 | 488–528 | 529–568 | 569 and above |

### Initial Identification*
### Criteria for Determining English Fluency

| | |
|---|---|
| Probable Fluent English Proficient | Student's Overall Score is Early Advanced or higher<br>**and**<br>each skill area score<br>• Listening/Speaking (Kindergarten through Grade 12)<br>• Reading (Grades 2 through 12 only)<br>• Writing (Grades 2 through 12 only)<br>is Intermediate or higher. |
| Possible Fluent English Proficient | Student's Overall Score is in the *upper end* of Intermediate<br>**and**<br>• other test scores<br>• report card grades<br>• input from parents/teachers<br>are taken into consideration. |
| Probable English Learner | Student's Overall Score is below Early Advanced<br>**or**<br>Student's Overall Score is Early Advanced or higher, but one or more of the skill area scores is below Intermediate. |

* This is for the initial assessment only, not the annual assessment.

# Sample Cover Letters for Principals to Send with Student Proficiency Level Reports

## Sample Parent Notification Letter for Initial Identification of English Learners (for students identified as English Learners)

Dear Parents:

State and Federal laws require all school districts in California to give a state test to students whose home language is not English. The name of this test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can speak, listen, read, and write in English.

Your student has been given the CELDT, and the results have identified him/her as an English Learner. Your student will be assigned to an appropriate instructional program based on the results. The goal of this program is to develop proficiency in English and success in the core curriculum. [**The district may want to add a sentence to describe the instructional program to which the student will be assigned.**]

You are invited to request a conference where your student's program will be explained. To schedule your student conference, call _____.

You are welcome to observe in the classroom and to participate in the school's English Learner Advisory Committee. If you have any questions regarding your student's instructional placement, please feel free to contact the school office.

Sincerely,

_____ _____

Superintendent/Principal Date

# Sample Parent Notification Letter for Initial Identification of English Learners (for students identified as Fluent English Proficient)

Dear Parents:

State and Federal laws require all school districts in California to give a state test to students whose home language is not English. The name of this test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can speak, listen, read, and write in English.

Your student has been given the CELDT, and the results have identified him/her as Fluent English Proficient (FEP). This means that your student will be assigned to a regular academic program and will not need special help to increase his/her English skills. **[The district may want to add a sentence to describe the program to which the student will be assigned.]**

You are encouraged to become involved in your student's education. If you have any questions regarding your child's instructional placement, please feel free to contact the school office.

Sincerely,

Superintendent/Principal _____ Date _____

# Sample Parent Notification Letter for Annual Assessment Results

Dear Parents:

State and Federal laws require all school districts in California to give a state test each year to every student whose home language is not English and who is currently identified as an English Learner. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each child is doing each year in learning to listen, speak, read, and write in English.

Your student has been given the CELDT, and the results are on the attached Student Proficiency Level Report. The bar graphs on the report shows the student's proficiency level in listening, speaking, reading, and writing as well as the overall level of English. **[The district may want to add a sentence to describe the instructional program to which the student is or will be assigned.]**

You are invited to request a conference where your student's CELDT results and instructional program will be explained. To schedule your student conference, call _____.

You are welcome to observe in the classroom and also to participate in the school's English Learner Advisory Committee. If you have any questions regarding the CELDT or your student's instructional placement, please feel free to contact the school office.

Sincerely,

_____ _____

Superintendent/Principal Date

California English Language Development Test

# Student Proficiency Level Report

JOSE DOE

Grade: 6

**Purpose**

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results should be added to a student's cumulative record.

**PROTOTYPE**
**Simulated data**

**INITIAL ASSESSMENT**

Birthdate: 10/22/90
Special Codes:
ABCDEFGHIJKLMNOPQRST
123456789.....3.

Test Date: Summer/Fall 2001
CDS#: 12-12345-1234567
School: WESTPARK
District: WESTMINSTER
County: ORANGE
State: CALIFORNIA

City/State: WESTMINSTER, CA

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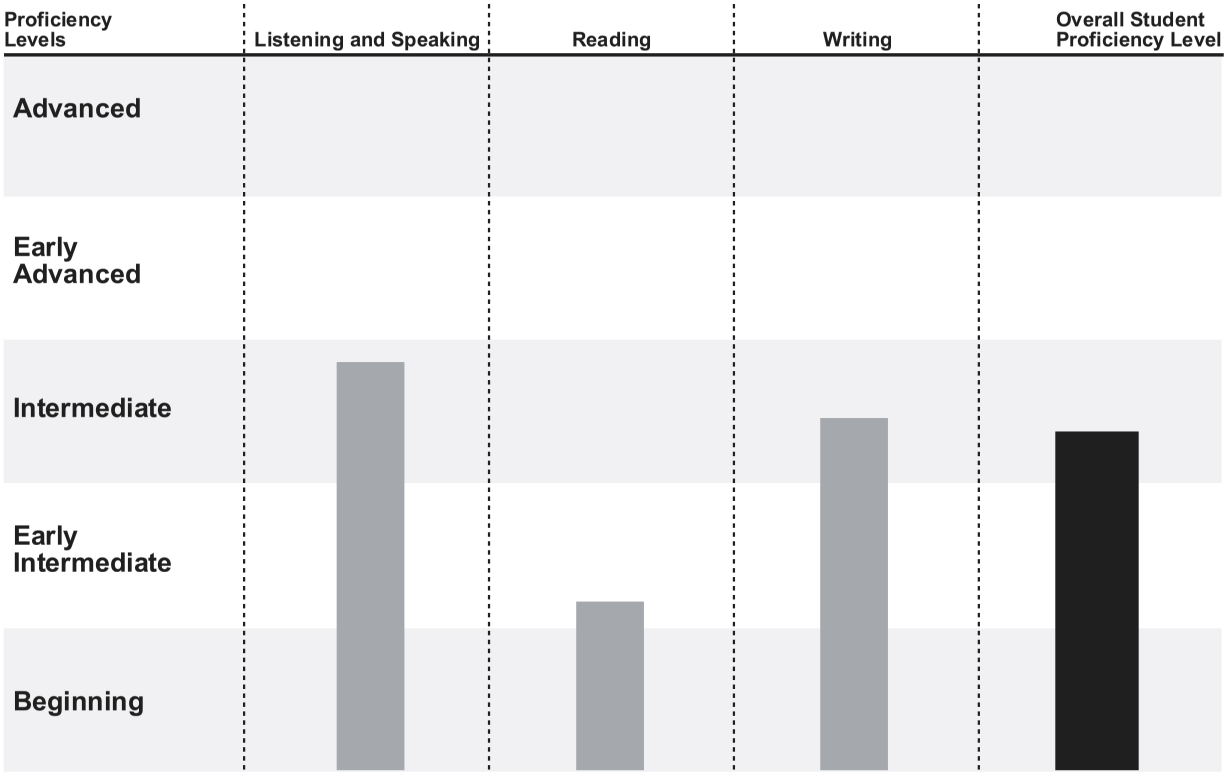


**Note: This student should probably be identified as an English Learner.**

## Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

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# Sample Student Proficiency Level Report—Front

# Sample Student Proficiency Level Report—Back

## California English Language Development Test Proficiency Standards

| Proficiency Levels | Listening and Speaking Standards | Reading Standards | Writing Standards |
|---|---|---|---|
| **Advanced**<br>Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary. | Students who perform at this level typically hear and repeat all beginning, medial, and ending speech sounds in context. They are able to give the opposites of semantically complex vocabulary words. They can tell a story using coherent, fluent sentences, detailed sequence, vivid vocabulary, and complex construction. | Students who perform at this level typically are able to recognize synonyms and antonyms. They can use decoding and word-attack skills to identify complex structures, such as affixes, root words, word parts, and grammatical features. They can synthesize, make predictions, and demonstrate understanding of idiomatic expressions. | Students who perform at this level typically are able to use standard writing conventions such as the correct use of conjunctions can write complete sentences appropriate to a picture prompt. When they attempt to write an essay, they can produce a clear sequence of events and use appropriate transitions. The essay may contain minor errors and one or more non-English words. |
| **Early Advanced**<br>Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas. | Students who perform at this level typically hear and repeat most beginning, medial, and ending sounds in context. They give the opposites of less common vocabulary words and compare and contrast speech sounds in two-syllable word pairs. They use complex verb forms in response to a picture prompt. They follow multi-step instructions. They tell a story in a coherent sequence using longer sentences. | Students who perform at this level typically are able to identify the correct meaning of a word in a given context. They are able to recognize character traits and features of a variety of texts. They are able to make inferences and draw conclusions from more challenging reading passages. | Students who perform at this level typically are able to use standard writing conventions such as verb tenses. They also use idioms appropriately. They write complete sentences appropriate to a picture prompt, although the sentences may have minor errors. They can produce a written essay that contains details and a coherent sequence of events or ideas. |
| **Intermediate**<br>Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs. | Students who perform at this level typically hear and repeat most beginning, medial, and ending sounds in context. They can compare and contrast speech sounds in simple words and use the appropriate verb forms in response to picture prompts. They are able to follow one- or two-step instructions. They can tell a story in a coherent sequence using details and basic sentence construction. | Students who perform at this level typically are able to demonstrate some knowledge of simple synonyms/antonyms, as well as recognize simple root words. They can determine the sequence of events and extract the main idea of a simple text. They can recognize the parts of a book. | Students who perform at this level typically are able to use standard writing conventions such as articles, pronouns, and idiomatic qualifiers. They can write a sentence in response to a picture prompt, but the sentence may contain several errors. They can write an essay about a topic, but the essay may consist of a disorganized list of events, containing some details and repetitive transitional words. |
| **Early Intermediate**<br>Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks. | Students who perform at this level typically hear and repeat a few beginning, medial, and ending speech sounds in context, and compare sounds in simple words. They use common vocabulary when shown a picture prompt. They can follow one-step instructions. They tell a story using at least one sentence that contains a subject and predicate. | Students who perform at this level typically begin to use decoding skills such as identifying sound/symbol correspondences at the beginning of words. They begin to use words in context appropriately. They can read simple stories and answer literal comprehension questions. | Students who perform at this level typically are able to begin to use standard writing conventions such as correct capitalization and punctuation in abbreviations. When they attempt to write about a topic, the response is minimal, containing some isolated English words. |
| **Beginning**<br>Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks. | Students who perform at this level may demonstrate no receptive/productive skills, or they may hear and repeat some speech sounds in context. They may be able to identify some common vocabulary when shown a picture prompt. They begin to follow a few simple commands. They tell a story using isolated words or no English words. | Students who perform at this level may demonstrate no receptive/productive skills, or they may begin to identify sound/symbol correspondence at the beginning of simple words. They may match commonly used nouns to pictures. They may begin to read simple stories and recall minimal details. | Students who perform at this level may demonstrate no receptive/productive skills, or they may use correct capitalization and punctuation in abbreviations. They may attempt to write about a topic, but the response is minimal. |

Test Date: Summer/Fall 2001

# About Your Student Proficiency Level Report

The Student Proficiency Level Report provides results of the 2001 California English Language Development Test (CELDT) for individual students. Information on the report includes the following:

## Student Information

General information about the student at the time the test was taken is printed on the left side of the report. This includes: the student's name and grade level, birth date, date of testing, and the school and district in which the test was taken.

## Purpose of Assessment

The left side of the report also indicates whether the test was given for initial identification or for the annual assessment. Initial identification means that the test was given to a new student whose home language survey shows that a language other than English is used at home. The test results are used to help identify students as English learners who need to develop their listening, speaking, reading, and writing skills to become fluent in English. The annual assessment is given to students who already have been identified as English learners to see how well they are learning English. The test results are used to help monitor each student's progress.

## Proficiency Levels

In May 2001, the State Board of Education established five levels for measuring a student's proficiency in English. Those levels are beginning, early intermediate, intermediate, early advanced, and advanced.

## Skills Areas

The CELDT covers three skill areas: listening/speaking, reading, and writing. The bar graphs on the report show which proficiency level the student has achieved in each skill area tested.

## Overall Student Proficiency Level

The bar graph in this area of the report indicates the student's overall English proficiency level, based on how well the student performed in each skill area. If the assessment was for initial identification purposes, the overall proficiency level achieved identifies the student as an probable English Learner or as probable Fluent English Proficient.

## For More Information...

You are encouraged to talk to your child's teacher about these test results and what is being done at school to help your student become fully fluent in English.

# Transparency Masters

# California English Language Development Test

- **Administering**
- **Scoring**
- **Reporting**

**March 2002**

Standards & Assessment
California Department of Education

# Test Authorization

The California English Language Development Test (CELDT):

- Was instituted by Assembly Bill 748 Escutia (Chapter 936/1997)
- Was expanded and refined by Senate Bill 638 Alpert (Chapter 678/1999)
- Is contained in *Education Code* sections 313, 60810, and 60812

# Purpose of the CELDT

- Identify students who are English Learners (EL)
- Determine their level of English proficiency
- Annually assess their progress toward acquiring English proficiency in listening, speaking, reading, and writing

*Education Code* Section 60810

# CELDT Requirements

**The CELDT must:**

- Be able to assess the English language development of students in kindergarten through grade 12
- Provide sufficient information at each grade level to determine levels of proficiency
- Be reliable and valid; yield scores that allow comparison of student growth over time and that can be aggregated to evaluate program effectiveness.

*Education Code* Section 60810

# CELDT Administration District Responsibility

- Conduct initial identification assessment:*
  - to identify students who are English Learners and to determine their level of English proficiency
- Conduct annual assessment:*
  - to assess the progress of English Learners in acquiring listening, speaking, reading, and writing skills in English until they are reclassified to Fluent English Proficient

**** Parent "opt-outs" are not allowed for this test***

*Education Code* Section 313

# CELDT Administration

## Initial Identification (ongoing):

- CELDT replaced ELD assessments formerly used by districts
- Districts assess students with a home language other than English in kindergarten–grade 12, within 30 calendar days of enrollment
- Entering kindergarten students are considered initial identification assessments

# CELDT Scoring

## Initial Identification (ongoing):

- Districts
  - score tests for initial identification on site prior to sending completed booklets to contractor to ensure appropriate placement
  - then submit completed tests to testing contractor monthly for official scoring

# CELDT Administration

## Annual Assessment:

- English Learners assessed:
  - Retained kindergartners and students in grade 1
    - listening/speaking
  - Students in grades 2 through 12
    - listening/speaking, reading, and writing

# CELDT Administration

## Annual Assessment:

- First annual testing window—July 1, 2001 through October 31, 2001
  - Based on focus group of district administrators, representing 70 percent of state's English Learners
  - Established by State Board and State Superintendent of Public Instruction at December 2000 meeting

# CELDT Administration

## Annual Assessment:

- Previously identified English Learners, who enroll outside of the annual testing window, will not be tested with the CELDT until the 2002 administration
- Second annual testing window—July 1, 2002 through October 31, 2002

# CELDT Administration

- Districts will submit completed tests to contractor for scoring monthly during the testing window

# Initial/Annual CELDT Test Description

**Three skill areas:**

- Listening/speaking
  - grades K–12
  - individually administered (about 20 min. per student)
  - individually scored (about 30 min. per student)
- Reading and writing
  - grades 2–12
  - group administered (about 90 minutes)

# Initial/Annual CELDT Test Description

## Listening/speaking skill areas covered:

- Following oral directions
- Phonemic awareness
- Oral vocabulary
- Phonemic control
- Story retelling

# Initial/Annual CELDT Test Description

## Reading skill areas covered:

- Word analysis
- Reading vocabulary
- Synonyms
- Antonyms
- Fluency
- Reading comprehension
- Literary analysis

# Initial/Annual CELDT Test Description

**Writing skill areas covered:**

- Grammar, mechanics
- Writing sentences
- Writing a story/essay
- Test Booklet Levels (aligned to ELD standards):
  - kindergarten–grade 2
  - grades 3–5
  - grades 6–8
  - grades 9–12

# Initial/Annual CELDT

- Students in kindergarten and grade 1 are NOT required to be assessed in reading and writing
- All students should be allowed sufficient time to complete the test

# Initial/Annual CELDT Special Education/504

## Accommodations:

- For accommodations and alternative assessment guidelines see:
  - www.cde.ca.gov/statetests/celdt/
- For students with disabilities:
  - use accommodations as specified in the I.E.P. or 504 plans for instruction and classroom assessment
  - do not use out-of-level testing (all levels measure same construct)

# Initial/Annual CELDT Special Education

## Alternate Assessment:

- For students with severe disabilities:
  - attempt to administer the CELDT
  - use alternate assessments as defined in the I.E.P., if students are unable to take the CELDT, to determine English language proficiency

# Initial/Annual CELDT Scoring/Reporting

**Proficiency Levels:**

- In March 2001, a statewide panel of teachers and other practitioners was convened to:
  - review field test data
  - recommend proficiency levels
- In May 2001 the SBE approved cut scores for the five proficiency levels:
  - Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced

# Initial/Annual CELDT Scoring/Reporting

- Students receive an overall English proficiency level according to the State ELD standards
- Students also receive proficiency levels for each skill area:
  - listening/speaking
  - reading
  - writing

# CELDT Reporting Results

## CELDT reports for Initial Identification:

- Student Proficiency Level Report

**Note:** Student Proficiency Level Reports for Initial Identification returned to districts on a regular basis.

# CELDT 2001 Reporting Results

## CELDT reports for Annual Assessment:

- Student Proficiency Level Report
- Proficient Level Summary Report (by school)
- Proficient Level Summary Report (by district)
- Student Data File with Layout Documentation

# CELDT 2001
## Student Proficiency Report
## Initial Identification/Annual Assessment

California English Language Development Test

### Student Proficiency Level Report

JOSE DOE

Grade: 6

**Purpose**

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results should be added to a student s cumulative record.

**PROTOTYPE**
**Simulated data**

**INITIAL ASSESSMENT**

Birthdate: 10/22/90

Special Codes:

ABCDEFGHIJKLMNOPQRST

123456789.....3.

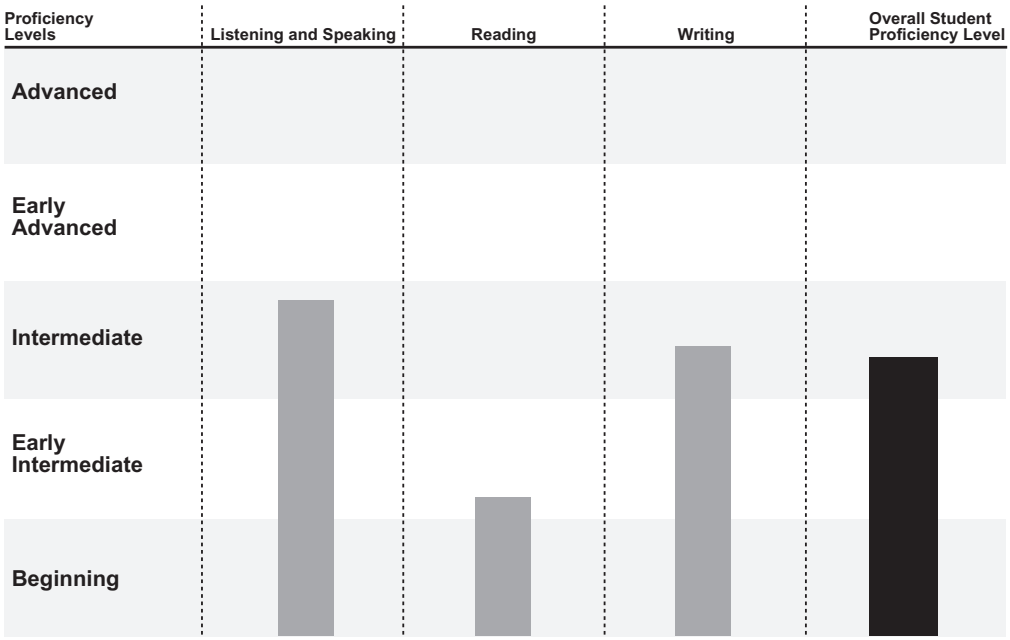
Test Date: Summer/Fall 2001

CDS#: 12-12345-1234567

School: WESTPARK
District: WESTMINSTER
County: ORANGE
State: CALIFORNIA

City/State: WESTMINSTER, CA

CTB McGraw-Hill




**Note: This student should probably be identified as an English Learner.**

### Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

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# CELDT 2001

## Student Proficiency Report

## Initial Identification/Annual Assessment

- Name of Student
- Grade Enrolled

### Student Proficiency Level Report

JOSE DOE

Grade: 6

# CELDT 2001
## Student Proficiency Report
## Initial Identification/Annual Assessment

- Indicates that the test was administered to a newly-enrolled student whose home language survey indicates a language other than English was used at home. The purpose of this test is to identify if the student is an English Learner or is Fluent English Proficient (FEP).
- Coding for identifying the student and school, district, county, and state where that student is enrolled.

**INITIAL ASSESSMENT**

Birthdate: 10/22/90

Special Codes:

ABCDEFGHIJKLMNOPQRST

123456789.....3.

Test Date: Summer/Fall 2001

CDS#: 12-12345-1234567

School: WESTPARK
District: WESTMINSTER
County: ORANGE
State: CALIFORNIA

City/State: WESTMINSTER, CA

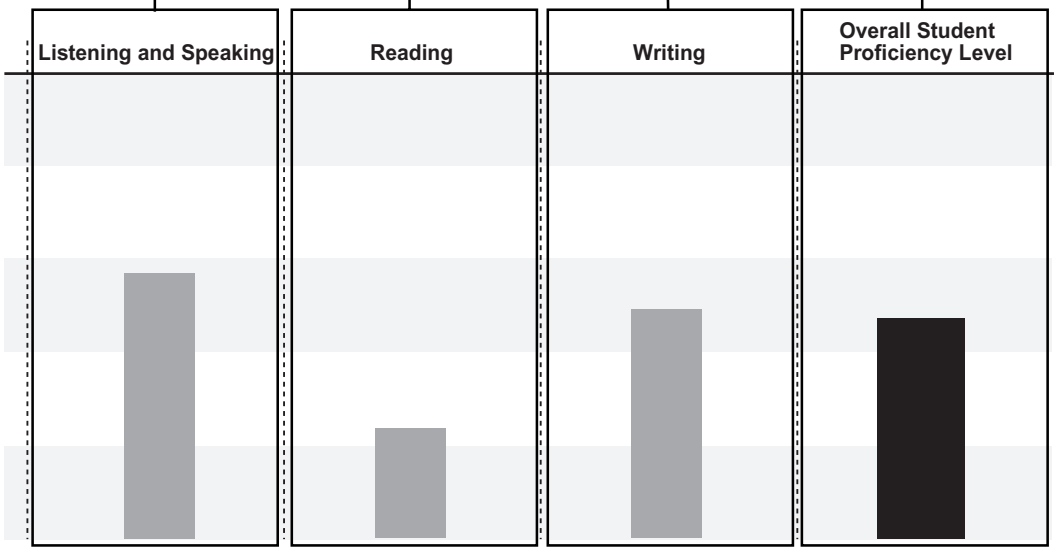
# CELDT 2001
## Student Proficiency Report
## Initial Identification/Annual Assessment

| Proficiency Levels |
| --- |
| Advanced |
| Early Advanced |
| Intermediate |
| Early Intermediate |
| Beginning |

- Identifies the five levels of English Language Proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Descriptors of the levels are on the back of the report.

# CELDT 2001
## Student Proficiency Report
## Initial Identification/Annual Assessment

- One of three skill areas assessed on the CELDT. This skill area assesses listening and speaking proficiency. The student's proficiency level is indicated by a bar graph.
- This skill area assesses vocabulary and reading comprehension. The student's proficiency level is indicated by a bar graph.
- This skill area assesses grammar and written English proficiency. The student's proficiency level is indicated by a bar graph.
- This indicates the student's overall English proficiency, based on results in the three skill areas.



# CELDT 2001
## Student Proficiency Report
## Initial Identification/Annual Assessment

- Indicates the student's probable level of English Proficiency, based on the CELDT results.
- Brief comments to provide a general understanding about the bar graphs.

**Note: This student should probably be identified as an English Learner.**

### Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

# CELDT 2001
## Student Proficiency Report
## Initial Identification/Annual Assessment

- Indicates that the test was administered to a student who was previously identified as an English Learner (EL). The purpose of this test is to determine what progress the student is making in his/her English language development.

**ANNUAL ASSESSMENT**

Birthdate: 09/09/80

Special Codes:

ABCDEFGHIJKLMNOPQRST

12345.....2.

Test Date: Summer/Fall 2001

CDS#: 12-12345-1234567

School: WESTPARK
District: WESTMINSTER
County: ORANGE
State: CALIFORNIA

City/State: WESTMINSTER, CA

# CELDT Scale Scores For Overall Proficiency Levels

| | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|---|---|---|---|---|---|
| **Kintergarten** | 409 and below | 410–457 | 458–505 | 506–553 | 554 and above |
| **First Grade** | 423 and below | 424–470 | 471–516 | 517–563 | 564 and above |
| **Second Grade** | 442 and below | 443–482 | 483–523 | 524–564 | 565 and above |
| **Grades 3–5** | 446 and below | 447–487 | 488–528 | 529–568 | 569 and above |
| **Grades 6–8** | 446 and below | 447–487 | 488–528 | 529–568 | 569 and above |
| **Grades 9–12** | 446 and below | 447–487 | 488–528 | 529–568 | 569 and above |

# CELDT
# Initial Identification

## Use of Results:

- Districts to use CELDT as primary source of information for initial identification of English Learners
- Districts also to use other information if available to supplement CELDT data

# CELDT Initial Identification Criteria for Determining English Fluency

## Probable English Learner

Student's Overall Score is below Early Advanced

**or**

Student's Overall Score is Early Advanced or higher, **but** one or more of the skill area scores is below Intermediate.

# CELDT Initial Identification Criteria for Determining English Fluency

## Possible Fluent English Proficient (FEP)

Student's Overall Score is in the upper end of Intermediate

**and**

- other test scores
- report card grades
- input from parents/teachers

are taken into consideration.

# CELDT Initial Identification Criteria for Determining English Fluency

## Probable Fluent English Proficient (FEP)

Student's Overall Score is Early Advanced or higher

**and**

Each skill area score

- Listening/Speaking (kindergarten through grade 12)
- Reading (grades 2 through 12 only)
- Writing (grades 2 through 12 only)

is Intermediate or higher.

# Calculating Overall Student Scale Score

## Overall Student Scale Score

| Skill Area | Raw Score | Scale Score* | CELDT Proficiency Level** | CELDT Score*** |
|---|---|---|---|---|
| **Listening and Speaking** | 60 | 529 | Early Advanced | Scale Score x .5 = 264.5 |
| **Reading** | 38 | 567 | Advanced | Scale Score x .25 = 141.75 |
| **Writing** | 26 | 514 | Intermediate | Scale Score x .25 = 128.5 |
| Overall Student Scale Score** | | | | 534 |

* Refer to appropriate table in the TIP Guide for scale score (pages 4, 6, 8, 10, 12).

** Refer to the tables on page 1 to determine the student s overall proficiency level and English fluency for Initial Identification.

*** Important: This column is for grades 2 through 12 only.

# CELDT Annual Assessment Reclassification

**Districts are to design and implement a process for English Learners to be reclassified from EL to FEP that:**

- Reflects state law (Ed Code 313), including proposed regulations
  - Assessment of English Language Proficiency using the CELDT
  - Teacher evaluation
  - Parental opinion and consent
  - Comparison of performance in basic skills

# CELDT
# Annual Assessment
# Reclassification

**Districts are to design and implement a process for English Learners to be reclassified from EL to FEP that:**

- Meets reclassification guidelines posted at www.cde.ca.gov/statetests/celdt/
- Meets reclassification guidelines for English Learners in Special Education programs (published by CDE, 1997)

# CELDT Annual Reporting

- CDE is scheduled to post statewide test results on the Internet in late spring
- The Internet report is to include:
  - average scores for every school district administering the test

*Education Code* Section 60812

# Where to Find Out More...

- Start with the Title 5 CELDT regulations: http://www.cde.ca.gov/regulations
- Call your CELDT site, CELDT district coordinators
- Use your county office support
- Contact your Regional Training Center

# Where to Find Out More...

- Materials and Logistics
  - CTB Hotline: (800) 994-8594
  - CTB Website: http://www.ctb.com/state/CA/celdt/
  - Requests for pick up of completed tests can be submitted online through the CTB website.

# Where to Find Out More...

- Program, Policy, Administration, Regulations, and Accommodations
- English Language Development Standards
  - CDE: (916) 657-3011
  - Standards and Assessment Website:

    www.cde.ca.gov/statetests/celdt/

    www.cde.ca.gov/regulations/

# Appendix A

## Sample 2001 CELDT Reports for Schools and Districts TIP Guide

California English Language Development Test

# Proficiency Level Summary Report

School: WESTPARK

Grade: 5

**Purpose**

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information is intended to inform appropriate instruction to meet student needs in conjunction with other criteria.

**PROTOTYPE**
**Simulated data**

**ANNUAL ASSESSMENT**

Test Date: Summer/Fall 2001

CDS#: 12-12346-1234567
District: Westminster
County: Orange
State: California

City/State: Westminster, CA

CTB McGraw-Hill

| Proficiency Levels | Listening and Speaking | Reading | Writing | OVERALL |
|---|---|---|---|---|
| **Advanced** | 5% (1 students) | 5% (1 students) | 5% (1 students) | 0% (0 students) |
| **Early Advanced** | 18% (4 students) | 18% (4 students) | 23% (5 students) | 23% (5 students) |
| **Intermediate** | 68% (15 students) | 45% (10 students) | 64% (14 students) | 59% (13 students) |
| **Early Intermediate** | 9% (2 students) | 23% (5 students) | 9% (2 students) | 18% (4 students) |
| **Beginning** | 0% (0 students) | 9% (2 students) | 0% (0 students) | 0% (0 students) |
| **Total Number of Students** | 22 | 22 | 22 | 22 |
| **Mean Scale Score** | 510.0 | 513.9 | 522.2 | 514.2 |
| **Standard Deviation** | 29.5 | 29.7 | 27.8 | 21.8 |

**Probable English Learner Students:** 18
**Probable Fluent English Proficient Students:** 4

## Observations

Proficiency level scores provide a description of the competency demonstrated by the students in the skill areas (Listening/Speaking, Reading, and Writing) assessed by the California English Language Development Test.

Scores that fall within a proficiency level indicate mastery of the majority of skills for that level and the levels below, as described on the back of the report.

A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level. By mastering the skills at the higher levels of proficiency, students can further develop their English language proficiency.

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# California English Language Development Test Proficiency Standards

| Proficiency Levels | Listening and Speaking Standards | Reading Standards | Writing Standards |
|---|---|---|---|
| **Advanced**<br>Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary. | Students who perform at this level typically hear and repeat all beginning, medial, and ending speech sounds in context, as well as compare and contrast sounds in two-syllable word pairs. They can give the opposites of difficult vocabulary words and follow complex instructions. They are able to tell a story using fluent sentences and details. | Students who perform at this level typically are able to interpret more complex figures of speech, as well as decode words with more difficult beginning or medial sounds. They can identify root words, synonyms, and the number of syllables in a word. They can read a more complete story and sequence events, draw inferences, and make predictions and generalizations. | Students who perform at this level typically are able to write a relevant sentence in response to a picture prompt. The sentence has no mechanical or syntactical errors. They can use sequenced pictures and a sentence starter to write a well-organized story that contains relevant details and accurate transitions. The story may contain a few minor errors in grammar and mechanics. |
| **Early Advanced**<br>Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas. | Students who perform at this level typically hear and repeat most beginning, medial, and ending speech sounds in context, as well as compare and contrast sounds in simple word pairs. They are able to use a variety of verb forms in response to picture prompts. They can follow multi-step instructions. They are able to tell a story in a coherent sequence using details. | Students who perform at this level typically are able to match complex vocabulary words to pictures, as well as recognize synonyms/antonyms. They can use context clues and inferences to select the correct word to complete a short passage or story. They are able to distinguish between fact and opinion, draw more subtle inferences from a text, and interpret some common figures of speech. | Students who perform at this level typically are able to use their knowledge of grammar and mechanics to identify the appropriate word that completes a complex sentence. They can use sequenced pictures and a sentence starter to write a story that clearly communicates a series of events or ideas. The story has details that are connected by repetitive transitional words. |
| **Intermediate**<br>Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs. | Students who perform at this level typically hear and repeat many beginning, medial, and ending speech sounds in context, as well as compare and contrast sounds in simple words. They can use a variety of verb forms in response to picture prompts and give the opposites of common words. Students can follow one- or two-step instruction. They tell a story using at least one complete sentence. | Students who perform at this level typically begin to identify the number of syllables in some words of simple structure. They can use context clues to select the correct word to complete a short story. They are able to match for difficult vocabulary words to pictures. They can identify events from a short passage or story, answer factual comprehension questions, and draw conclusions. | Students who perform at this level typically are able to use their knowledge of grammar and mechanics to identify the appropriate word or phrase to complete a sentence. They can look at a picture and write a relevant sentence, although it may contain minor errors. They can write a story based on sequenced pictures and a sentence starter. The story may have a disorganized sequence of events or ideas. |
| **Early Intermediate**<br>Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks. | Students who perform at this level typically hear and repeat a few beginning, medial and ending speech sounds in context, as well as identify words that sound the same. They can use common vocabulary in response to a picture prompt and follow most simple commands. They tell a story using incomplete sentences and fragments. | Students who perform at this level typically are able to match vocabulary words to pictures and recognize sounds/symbol relationships. They are able to use context clues to choose the word that completes a sentence. They can read simple stories, answer factual comprehension questions, and make inferences from the text. | Students who perform at this level typically are able to complete a simple sentence using the appropriate word. They can respond to a picture by writing words, phrases, or simple sentences that contain at least one English word spelled correctly. They can use sequenced pictures and a sentence starter to write words or phrases related to the topic. The response may contain numerous errors. |
| **Beginning**<br>Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks. | Students who perform at this level may demonstrate no receptive/productive skills, or they may be able to hear and repeat some speech-sounds, as well as use common vocabulary in response to a picture prompt. Students begin to follow a few simple commands. They tell a story using isolated words or no English words. | Students who perform at this level may demonstrate no receptive/productive skills, or they may be able to match commonly used nouns to pictures. They may recognize some sounds/symbol relationships, as well as some basic groups of related words. They may begin to read simple stories and recall minimal details. | Students who perform at this level may demonstrate no receptive/productive skills, or they may be able to choose the appropriate word to complete a sentence. They may attempt to write about a topic, but the response is minimal, containing some isolated English words. |

Test Date: Summer/Fall 2001

California English Language Development Test

# Proficiency Level Summary Report

District: CYPRESS

Grade: 7

**Purpose**

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information is intended to inform appropriate instruction to meet student needs in conjunction with other criteria.

**PROTOTYPE**
**Simulated data**

**ANNUAL ASSESSMENT**

Test Date: Summer/Fall 2001

CDS#: 12-12345

County: Orange

State: California

City/State: Westminster, CA

CTB McGraw-Hill

| Proficiency Levels | Listening and Speaking | Reading | Writing | OVERALL |
|---|---|---|---|---|
| **Advanced** | 3% — 1 student | 3% — 1 student | 6% — 2 students | 6% — 2 students |
| **Early Advanced** | 14% — 5 students | 8% — 3 students | 22% — 8 students | 8% — 3 students |
| **Intermediate** | 42% — 15 students | 31% — 11 students | 33% — 12 students | 44% — 16 students |
| **Early Intermediate** | 39% — 14 students | 22% — 8 students | 14% — 5 students | 25% — 9 students |
| **Beginning** | 3% — 1 student | 36% — 13 students | 25% — 9 students | 17% — 6 students |
| **Total Number of Students** | 36 | 36 | 36 | 36 |
| **Mean Scale Score** | 492.8 | 488.6 | 492.4 | 491.7 |
| **Standard Deviation** | 43.8 | 43.2 | 62.2 | 42.2 |

**Probable English Learner Students: 31**
**Probable Fluent English Proficient Students: 5**

## Observations

Proficiency level scores provide a description of the competency demonstrated by the students in the skill areas (Listening/Speaking, Reading, and Writing) assessed by the California English Language Development Test.

Scores that fall within a proficiency level indicate mastery of the majority of skills for that level and the levels below, as described on the back of the report.

A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level. By mastering the skills at the higher levels of proficiency, students can further develop their English language proficiency.

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# California English Language Development Test Proficiency Standards

| Proficiency Levels | Listening and Speaking Standards | Reading Standards | Writing Standards |
|---|---|---|---|
| **Advanced**<br>Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary. | Students who perform at this level typically hear and repeat all beginning, medial, and ending speech sounds in context. They are able to give the opposites of semantically complex vocabulary words. They can tell a story using coherent, fluent sentences, detailed sequence, vivid vocabulary, and complex construction. | Students who perform at this level typically are able to recognize synonyms and antonyms. They can use decoding and word-attack skills to identify complex structures, such as affixes, root words, word parts, and grammatical features. They can synthesize, make predictions, and demonstrate understanding of idiomatic expressions. | Students who perform at this level typically are able to use standard writing conventions such as the correct use of conjunctions. They can write complete sentences appropriate to a picture prompt. When they attempt to write an essay, they can produce a clear sequence of events and use appropriate transitions. The essay may contain minor errors and one or more non-English words. |
| **Early Advanced**<br>Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas. | Students who perform at this level typically hear and repeat most beginning, medial, and ending sounds in context. They give the opposites of less common vocabulary words and compare and contrast speech sounds in two-syllable word pairs. They use complex verb forms in response to a picture prompt. They follow multi-step instructions. They tell a story in a coherent sequence using longer sentences. | Students who perform at this level typically are able to identify the correct meaning of a word in a given context. They are able to recognize character traits and features of a variety of texts. They are able to make inferences and draw conclusions from more challenging reading passages. | Students who perform at this level typically are able to use standard writing conventions such as verb tenses. They also use idioms appropriately. They write complete sentences appropriate to a picture prompt, although the sentences may have minor errors. They can produce a written essay that contains details and a coherent sequence of events or ideas. |
| **Intermediate**<br>Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs. | Students who perform at this level typically hear and repeat most beginning, medial, and ending sounds in context. They can compare and contrast speech sounds in simple words and use the appropriate verb forms in response to picture prompts. They are able to follow one- or two-step instructions. They can tell a story in a coherent sequence using details and basic sentence construction. | Students who perform at this level typically are able to demonstrate some knowledge of simple synonyms/antonyms, as well as recognize simple root words. They can determine the sequence of events and extract the main idea of a simple text. They can recognize the parts of a book. | Students who perform at this level typically are able to use standard writing conventions such as articles, pronouns, and idiomatic qualifiers. They can write a sentence in response to a picture prompt, but the sentence may contain several errors. They can write an essay about a topic, but the essay may consist of a disorganized list of events, containing some details and repetitive transitional words. |
| **Early Intermediate**<br>Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks. | Students who perform at this level typically hear and repeat a few beginning, medial, and ending speech sounds in context, and compare sounds in simple words. They use common vocabulary when shown a picture prompt. They can follow one-step instructions. They tell a story using at least one sentence that contains a subject and predicate. | Students who perform at this level typically begin to use decoding skills such as identifying sound/symbol correspondences at the beginning of words. They begin to use words in context appropriately. They can read simple stories and answer literal comprehension questions. | Students who perform at this level typically are able to begin to use standard writing conventions such as correct capitalization and punctuation in abbreviations. When they attempt to write about a topic, the response is minimal, containing some isolated English words. |
| **Beginning**<br>Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks. | Students who perform at this level may demonstrate no receptive/productive skills, or they may hear and repeat some speech sounds in context. They may be able to identify some common vocabulary when shown a picture prompt. They begin to follow a few simple commands. They tell a story using isolated words or no English words. | Students who perform at this level may demonstrate no receptive/productive skills, or they may begin to identify sound/symbol correspondence at the beginning of simple words. They may match commonly used nouns to pictures. They may begin to read simple stories and recall minimal details. | Students who perform at this level may demonstrate no receptive/productive skills, or they may use correct capitalization and punctuation in abbreviations. They may attempt to write about a topic, but the response is minimal. |

Test Date: Summer/Fall 2001

California English Language Development Test

# Student Proficiency Level Report

JANE DOE

Grade: 5

**Purpose**

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results should be added to a student's cumulative record.

**PROTOTYPE**
**Simulated data**

**ANNUAL ASSESSMENT**

Birthdate: 09/09/80

Special Codes:

ABCDEFGHIJKLMNOPQRST

12345.....2.

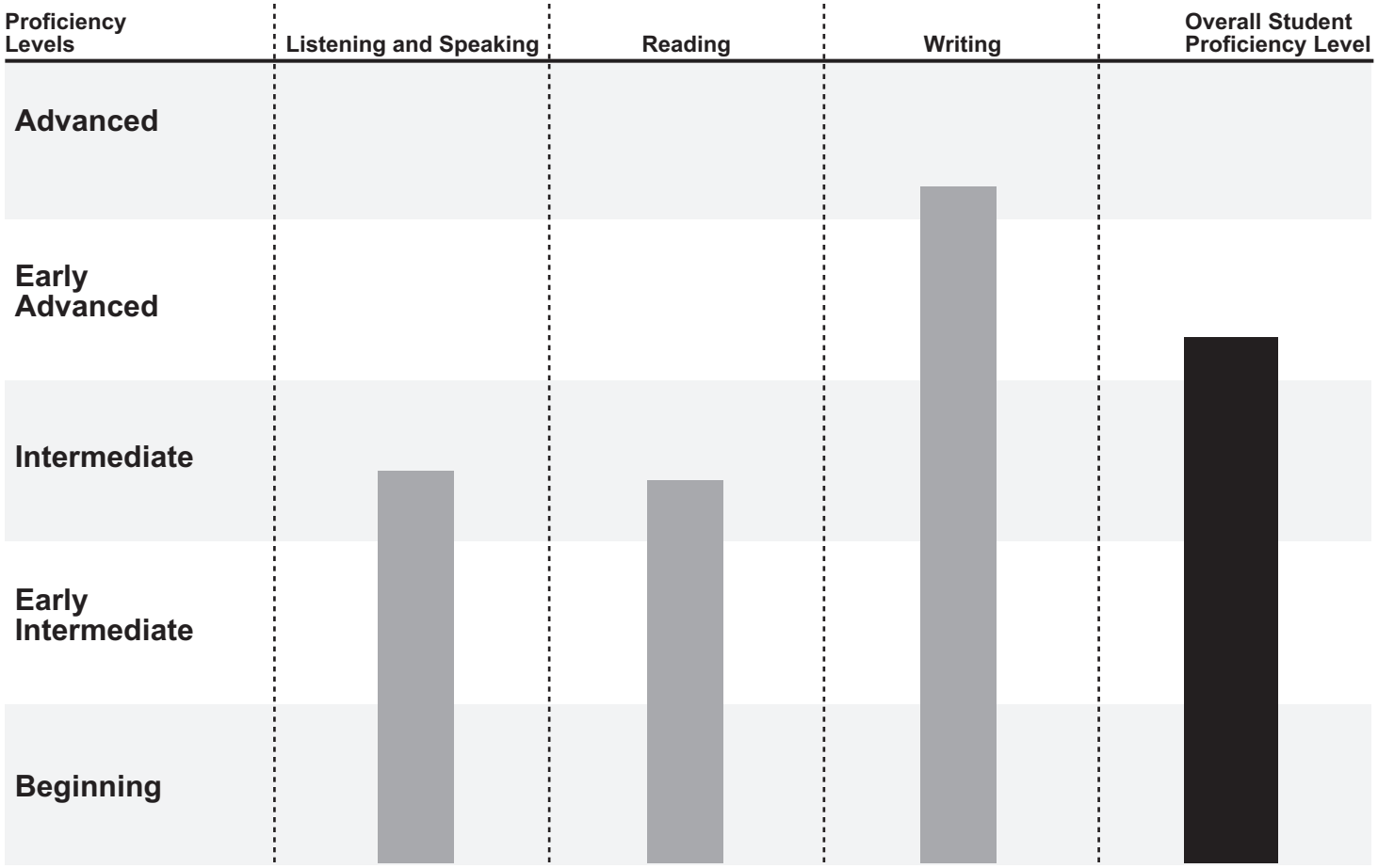
Test Date: Summer/Fall 2001

CDS#: 12-12345-1234567

School: WESTPARK
District: WESTMINSTER
County: ORANGE
State: CALIFORNIA

City/State: WESTMINSTER, CA

CTB McGraw-Hill




**Note: This student should probably be identified as Fluent English.**

## Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the sills at the higher levels of proficiency.

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# California English Language Development Test Proficiency Standards

| Proficiency Levels | Listening and Speaking Standards | Reading Standards | Writing Standards |
|---|---|---|---|
| **Advanced**<br>Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary. | Students who perform at this level typically hear and repeat all beginning, medial, and ending speech sounds in context, as well as identify words that are identical in sound. They are able to use complex vocabulary and give the opposites of more difficult words. They can follow more complex instructions. They can tell a story using fluent sentences and details. | Students who perform at this level typically are able to interpret more complex figures of speech, as well as decode words with more difficult beginning or medial sounds. They can identify root words, synonyms, and the number of syllables in a word. They can read a more complete story and sequence events, draw inferences, and make predictions and generalizations. | Students who perform at this level typically are able to write a relevant sentence in response to a picture prompt. The sentence has no mechanical or syntactical errors. They can use sequenced pictures and a sentence starter to write a well-organized story that contains relevant details and accurate transitions. The story may contain a few minor errors in grammar and mechanics. |
| **Early Advanced**<br>Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas. | Students who perform at this level typically hear and repeat most beginning, medial, and ending speech sounds in context. They are able to use more difficult vocabulary, give the opposite of a word, and use more complex verb forms to describe a picture prompt. They can follow complex instructions. They are able to tell a story in a logical sequence, using details and basic sentence construction. | Students who perform at this level typically are able to match complex vocabulary words to pictures, use regular plurals, and identify the number of syllables in a word. They can use context to complete the sentences of a short passage. They can read a story and answer more difficult questions that involve sequencing, generalizing, drawing conclusions and making simple predictions. | Students who perform at this level typically are able to use contractions, possessives, superlatives, and prepositions. They can write complete sentences that contain no grammatical, syntactical, or mechanical errors, and that are appropriate to a picture prompt. They can write a story with a beginning, middle, and end using fluent sentences and well-organized ideas. |
| **Intermediate**<br>Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs. | Students who perform at this level typically hear and repeat many beginning, medial, and ending speech sounds in context. They can use difficult vocabulary, as well as various verb forms, to describe a picture prompt. Students can follow simple instructions. They are able to tell a story using at least one complete sentence. | Students who perform at this level typically are able to match sound patterns and identify compound words. They can recognize common abbreviations. They are able to use the context of a sentence to fill in the blanks with the correct words. They can read a story and answer literal questions. | Students who perform at this level typically are beginning to use writing conventions, such as subject and verb agreement, compound subjects, verb tenses, and regular and irregular verb forms. They can write simple sentences appropriate to a picture prompt, although the sentences may contain several errors. They can write a story by listing events or ideas in response to sequenced pictures. |
| **Early Intermediate**<br>Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks. | Students who perform at this level typically hear and repeat a few beginning, medial and ending speech sounds in context. They describe a picture prompt using common vocabulary. They are able to follow simple commands. They tell a story using incomplete sentences. | Students who perform at this level typically are able to match simple vocabulary words to pictures. They can hear a word and select its printed form from a choice of similar words. They are able to identify contractions and recognize some basic semantic categories. They can read simple stories and recall a few details. | Students who perform at this level typically are beginning to use some writing conventions, such as spacing, punctuation and capitalization. They can write sentences appropriate to a picture prompt. The sentences include at least one English word spelled correctly. They can write a story in response to sequenced pictures. The story may list events or ideas, and contains at least one complete sentence. |
| **Beginning**<br>Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks. | Students who perform at this level may demonstrate no receptive or productive skills, or may hear and minimally repeat some speech sounds in context. They may describe a picture prompt using common nouns. They begin to follow a few simple commands. They tell a story using isolated words or the English words. | Students who perform at this level may demonstrate no receptive/productive skills, or they may be able to identify the letter that corresponds to the initial sound of a simple spoken word. They may be able to match commonly used nouns to pictures. They begin to recognize some basic groups of related words. They may be able to read simple stories and recall minimal details. | Students who perform at this level may demonstrate no receptive/productive skills, or they may begin to use a few standard writing questions. They can write some isolated English words. They may attempt to write stories in response to sequenced pictures, but the writing is minimal and contains unrelated fragments. |

Test Date: Summer/Fall 2001

California English Language Development Test

# Student Proficiency Level Report

JOSE DOE

Grade: 6

**Purpose**

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results should be added to a student's cumulative record.

**PROTOTYPE**
**Simulated data**

**INITIAL ASSESSMENT**

Birthdate: 10/22/90

Special Codes:

ABCDEFGHIJKLMNOPQRST

123456789.....3.

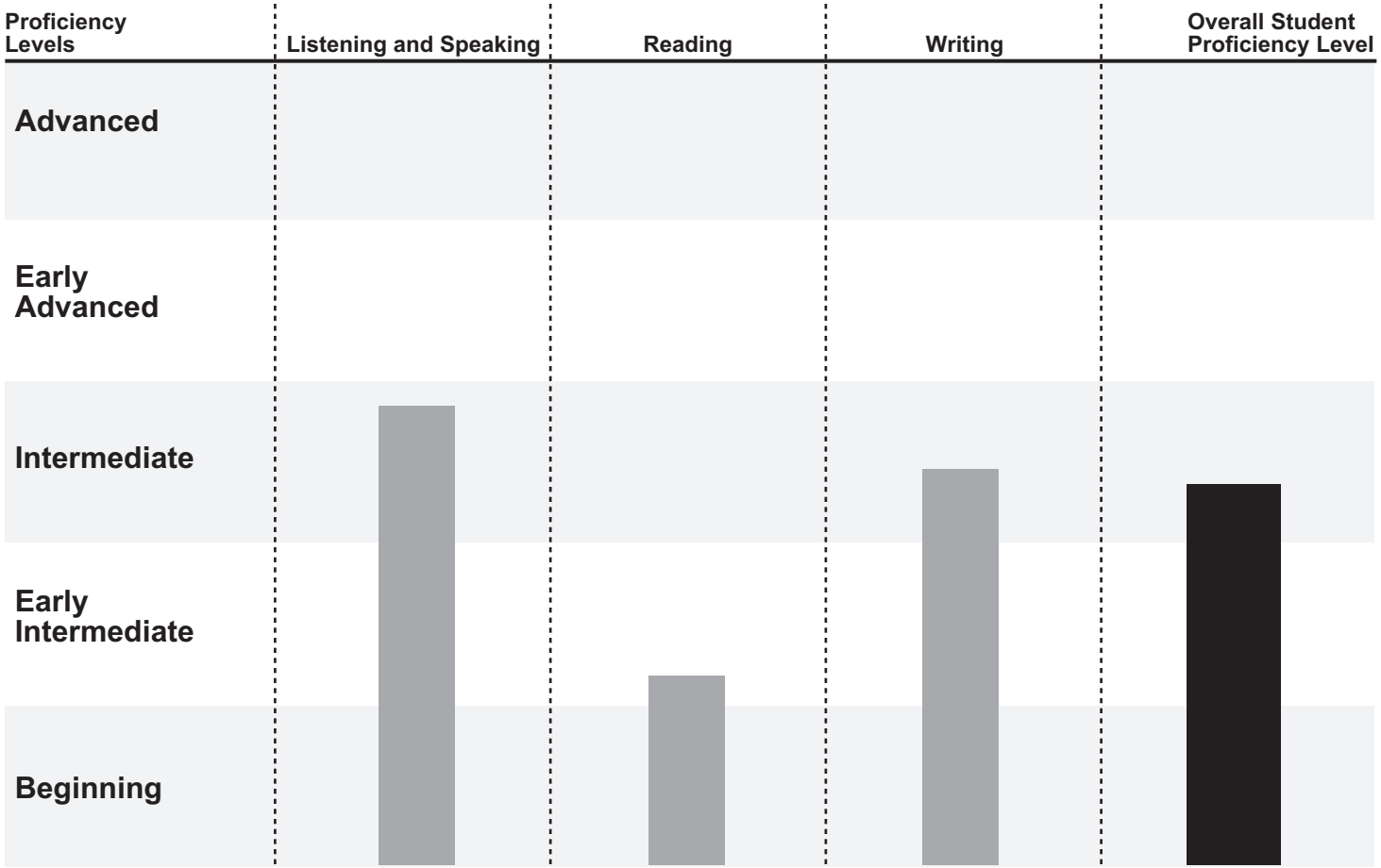
Test Date: Summer/Fall 2001

CDS#: 12-12345-1234567

School: WESTPARK
District: WESTMINSTER
County: ORANGE
State: CALIFORNIA

City/State: WESTMINSTER, CA

CTB McGraw-Hill




**Note: This student should probably be identified as an English Learner.**

## Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

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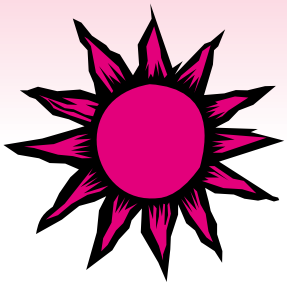
# California English Language Development Test Proficiency Standards

| Proficiency Levels | Listening and Speaking Standards | Reading Standards | Writing Standards |
|---|---|---|---|
| **Advanced**<br>Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary. | Students who perform at this level typically hear and repeat all beginning, medial, and ending speech sounds in context, as well as identify words that are identical in sound. They are able to use complex vocabulary and give the opposites of more difficult words. They can follow more complex instructions. They can tell a story using fluent sentences and details. | Students who perform at this level typically are able to interpret more complex figures of speech, as well as decode words with more difficult beginning or medial sounds. They can identify root words, synonyms, and the number of syllables in a word. They can read a more complete story and sequence events, draw inferences, and make predictions and generalizations. | Students who perform at this level typically are able to write a relevant sentence in response to a picture prompt. The sentence has no mechanical or syntactical errors. They can use sequenced pictures and a sentence starter to write a well-organized story that contains relevant details and accurate transitions. The story may contain a few minor errors in grammar and mechanics. |
| **Early Advanced**<br>Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas. | Students who perform at this level typically hear and repeat most beginning, medial, and ending speech sounds in context. They are able to use more difficult vocabulary, give the opposite of a word, and use more complex verb forms to describe a picture prompt. They can follow complex instructions. They are able to tell a story in a logical sequence, using details and basic sentence construction. | Students who perform at this level typically are able to match complex vocabulary words to pictures, use regular plurals, and identify the number of syllables in a word. They can use context to complete the sentences of a short passage. They can read a story and answer more difficult questions that involve sequencing, generalizing, drawing conclusions and making simple predictions. | Students who perform at this level typically are able to use contractions, possessives, superlatives, and prepositions. They can write complete sentences that contain no grammatical, syntactical, or mechanical errors, and that are appropriate to a picture prompt. They can write a story with a beginning, middle, and end using fluent sentences and well-organized ideas. |
| **Intermediate**<br>Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs. | Students who perform at this level typically hear and repeat many beginning, medial, and ending speech sounds in context. They can use difficult vocabulary, as well as various verb forms, to describe a picture prompt. Students can follow simple instructions. They are able to tell a story using at least one complete sentence. | Students who perform at this level typically are able to match sound patterns and identify compound words. They can recognize common abbreviations. They are able to use the context of a sentence to fill in the blanks with the correct words. They can read a story and answer literal questions. | Students who perform at this level typically are beginning to use writing conventions, such as subject and verb agreement, compound subjects, verb tenses, and regular and irregular verb forms. They can write simple sentences appropriate to a picture prompt, although the sentences may contain several errors. They can write a story by listing events or ideas in response to sequenced pictures. |
| **Early Intermediate**<br>Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks. | Students who perform at this level typically hear and repeat a few beginning, medial and ending speech sounds in context. They describe a picture prompt using common vocabulary. They are able to follow simple commands. They tell a story using incomplete sentences. | Students who perform at this level typically are able to match simple vocabulary words to pictures. They can hear a word and select its printed form from a choice of similar words. They are able to identify contractions and recognize some basic semantic categories. They can read simple stories and recall a few details. | Students who perform at this level typically are beginning to use some writing conventions, such as spacing, punctuation and capitalization. They can write sentences appropriate to a picture prompt. The sentences include at least one English word spelled correctly. They can write a story in response to sequenced pictures. The story may list events or ideas, and contains at least one complete sentence. |
| **Beginning**<br>Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks. | Students who perform at this level may demonstrate no receptive or productive skills, or may hear and minimally repeat some speech sounds in context. They may describe a picture prompt using common nouns. They begin to follow a few simple commands. They tell a story using isolated words or the English words. | Students who perform at this level may demonstrate no receptive/productive skills, or they may be able to identify the letter that corresponds to the initial sound of a simple spoken word. They may be able to match commonly used nouns to pictures. They begin to recognize some basic groups of related words. They may be able to read simple stories and recall minimal details. | Students who perform at this level may demonstrate no receptive/productive skills, or they may begin to use a few standard writing questions. They can write some isolated English words. They may attempt to write stories in response to sequenced pictures, but the writing is minimal and contains unrelated fragments. |

Test Date: Summer/Fall 2001

# Tabulation, Interpretation, and Placement Guide

**for the**



California English Language Development Test

# Introduction to the Tabulation, Interpretation, and Placement (TIP) Guide

Assembly Bill 748 (Statutes of 1997) required the Superintendent of Public Instruction to select or develop a test that assesses the English language development of pupils whose primary language is a language other than English. The test should at least include an assessment in English reading, speaking, and written skills. The test is required to provide sufficient information to determine levels of proficiency, be reliable and valid, be capable of administration to pupils with any primary language other than English, be capable of administration by classroom teachers, yield scores that allow comparison of growth over time, be aggregated for use in the evaluation of program effectiveness, and not discriminate on the basis of race, ethnicity, or gender.

Subsequently, Senate Bill 638 (Statutes of 1999) required school districts to assess the English language development of all English Learners. The assessments must be conducted upon initial enrollment and annually thereafter during a period of time determined by the Superintendent of Public Instruction and the State Board of Education. The assessment shall primarily use the test identified or developed pursuant to Assembly Bill 748.

Responding to these requirements, the California Department of Education, with the approval of the Superintendent of Public Instruction and the State Board of Education, developed the California English Language Development Test (CELDT). The creation of the CELDT required many hours of hard work by legislators, educators, and specialists in Language Development. CELDT will help teachers and school administrators determine the English language proficiency of pupils whose primary language is a language other than English.

The CELDT provides scores for the skill areas of Listening and Speaking, Reading, and Writing as well as an overall score. The overall score for Grades 2 through 12 is derived from weighting the skill area scores as follows: 50 percent Listening and Speaking, 25 percent Reading, and 25 percent Writing. Students in Kindergarten and Grade 1 are assessed only in Listening and Speaking, and there is no weighting. Proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced) were developed for each skill area and for the overall score.

In general, a decision to identify a student as an English Learner should rest not only on a single test score, but also on other relevant available information. The law requires districts to use the CELDT as a primary indicator of English proficiency for the initial identification of English Learners. The following criteria are recommended to guide the initial identification of a student as either Fluent English Proficient or as an English Learner.

1. A student with an overall proficiency level of Early Advanced and skill area proficiency levels at or above Intermediate in all three skill areas (Listening and Speaking, Reading, and Writing) should probably be identified as Fluent English Proficient. Students in Kindergarten and Grade 1 are assessed only in Listening and Speaking.
2. A student scoring below the Early Advanced Level should probably be identified as an English Learner.
3. A student with an overall score in the upper end of the Intermediate proficiency level may actually be Fluent English Proficient because no single test is a perfect measure. Therefore, a school district should take special care to examine other information in making the initial identification decision, including but not limited to, other test scores, report card grades, and input from parents and teachers. Documentation should be retained for accountability purposes.

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After completing a student's score sheet, refer to the tables below to establish the student's overall proficiency level and English fluency for Initial Identification.

NOTE: Students in Kindergarten and Grade 1 are assessed only in Listening and Speaking. The Scale Score for Listening and Speaking is the Overall Student Scale Score for Kindergarten and Grade 1.

### TABLE A OVERALL PROFICIENCY LEVEL

| | BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED |
|---|---|---|---|---|---|
| **Kindergarten** | 409 and below | 410–457 | 458–505 | 506–553 | 554 and above |
| **First Grade** | 423 and below | 424–470 | 471–516 | 517–563 | 564 and above |
| **Second Grade** | 442 and below | 443–482 | 483–523 | 524–564 | 565 and above |
| **Grades 3–5** | 446 and below | 447–487 | 488–528 | 529–568 | 569 and above |
| **Grades 6–8** | 446 and below | 447–487 | 488–528 | 529–568 | 569 and above |
| **Grades 9–12** | 446 and below | 447–487 | 488–528 | 529–568 | 569 and above |

### TABLE B ENGLISH FLUENCY

| | |
|---|---|
| Probable Fluent English Proficient | Student's Overall Score is Early Advanced or higher<br>**and**<br>each skill area score<br>• Listening and Speaking (Kindergarten through Grade 12)<br>• Reading (Grades 2 through 12 only)<br>• Writing (Grades 2 through 12 only)<br>is Intermediate or higher. |
| Possible Fluent English Proficient | Student's Overall Score is in the *upper end* of Intermediate<br>**and**<br>• other test scores<br>• report card grades<br>• input from parents/teachers<br>are taken into consideration. |
| Probable English Learner | Student's Overall Score is below Early Advanced<br>**or**<br>Student's Overall Score is Early Advanced or higher, **but**<br>one or more of the skill area scores is below Intermediate. |

# OVERVIEW TO STUDENT SCORE SHEET

The Tabulation, Interpretation, and Placement (TIP) Guide for the California English Language Development Test (CELDT) was designed to facilitate the tabulation of students for Initial Identification when the calculations are done by hand at the school or testing center. The TIP Guide is intended for district use.

In accordance with the English Language Development Standards, the CELDT was designed to assess four grade spans: K–2, 3–5, 6–8, and 9–12. Students in Kindergarten and Grade 1 are assessed only in Listening and Speaking. Students in Grades 2 through 12 are assessed in Listening and Speaking, Reading, and Writing.

## HOW TO COMPLETE THE STUDENT SCORE SHEET

- Photocopy one Student Score Sheet per student.
- Use the Student Score Sheet to record each student's information. Refer to the student's test book and to the Examiner's Manual to complete the Student Score Sheet.
- Fill in the student's personal information: Student Name, Student ID Number, Grade, Test Date, Test Book ID (located on the upper right-hand corner of the test book cover), School, District, and Teacher.

## LISTENING AND SPEAKING

- Enter the total number of correct responses for Following Oral Directions, Phonemic Awareness, Oral Vocabulary, and Phonemic Control.
- For Story Retelling, enter the score point assigned to the student on page 6 of the test book and multiply it by 5.
- Enter the student's raw score for Listening and Speaking in the box.

## READING AND WRITING

To complete these two sections, please refer to the Scoring Keys for Reading and Writing Selected-Response Items on the last page of the Examiner's Manual. Use the examples below to correctly match the bubbles to the answer keys. Make sure you are using the Examiner's Manual that corresponds to the test administered.

**vertically aligned items**

○ 1
○ 2
○ 3
○ 4

**horizontally aligned items**

○ ○ ○ ○
1 2 3 4

**stacked items**

○ 1 ○ 3
○ 2 ○ 4

- Fill out the sections for the selected-response items (Reading 1–45 and Writing 1–18).
- Enter the student's raw score for Reading in the box.
- For Writing Sentences, enter the scores on the lines that correspond to items 19 through 22.
- For Writing a Story/Essay, enter the score on the line that corresponds to item 23.
- Enter the student's raw score for Writing in the box.

## OVERALL STUDENT SCALE SCORE

To record the Overall Student Scale Score, you will need to refer to the appropriate table for each student's grade.

- Enter the Raw Score for each skill area.
- Use the appropriate table to find the Scale Score that corresponds to the Raw Score for each skill area. Enter the Scale Score.
- Use the appropriate table to find the CELDT Proficiency Level that corresponds to the Scale Score for each skill area. Enter the CELDT Proficiency Level.
  - For Kindergarten and Grade 1, the Listening and Speaking Scale Score is the Overall Student Scale Score and is used to determine the CELDT Proficiency Level.
  - For Grades 2 through 12, multiply the Scale Score by .5 for Listening and Speaking, by .25 for Reading, and by .25 for Writing. Enter the CELDT Score for each skill area.
- Add the CELDT Score for each of the three skill areas and truncate (i.e., drop the number after the decimal point) the result. The sum is the Overall Student Scale Score for Grades 2 through 12.
- Refer to the tables on page 1 to determine the student's overall proficiency level and English fluency for Initial Identification.

## CELDT PROFICIENCY LEVEL DESCRIPTORS

The proficiency level descriptors should be used as a reference guideline of the skills that students typically demonstrate at the various proficiency levels.

California English Language Development Test **STUDENT SCORE SHEET**

**Student Name** _____ **Student ID Number** _____-_____-_____

**Grade** _____ **Test Date** _____/_____/_____ **Test Book ID** _____
(located on the upper right-hand corner of the test book cover)

**School** _____ **District** _____ **Teacher** _____

## Listening and Speaking (Kindergarten through Grade 12)

**1)** *Enter the student's total number of correct responses for:*

**1a** Following Oral Directions _____
**1b** Phonemic Awareness _____
**1c** Oral Vocabulary _____
**1d** Phonemic Control _____

**1)** *Add lines 1a through 1d* ..... **1)** _____

**2)** *Enter the student's score for Story Retelling* _____. *Multiply the score by 5:* ..... **2)** _____

**3)** *Add lines 1 and 2. This is the student's raw score for* ***Listening and Speaking****.* ..... **3)** ☐

## Reading (Grades 2 through 12)

For Reading items 1–45, check (✓) "C" for a correct response or "I" for an incorrect response.

| Item # | C | I | Item # | C | I | Item # | C | I | Item # | C | I | Item # | C | I | Item # | C | I | Item # | C | I |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ( ) | ( ) | 8 | ( ) | ( ) | 15 | ( ) | ( ) | 22 | ( ) | ( ) | 29 | ( ) | ( ) | 36 | ( ) | ( ) | 43 | ( ) | ( ) |
| 2 | ( ) | ( ) | 9 | ( ) | ( ) | 16 | ( ) | ( ) | 23 | ( ) | ( ) | 30 | ( ) | ( ) | 37 | ( ) | ( ) | 44 | ( ) | ( ) |
| 3 | ( ) | ( ) | 10 | ( ) | ( ) | 17 | ( ) | ( ) | 24 | ( ) | ( ) | 31 | ( ) | ( ) | 38 | ( ) | ( ) | 45 | ( ) | ( ) |
| 4 | ( ) | ( ) | 11 | ( ) | ( ) | 18 | ( ) | ( ) | 25 | ( ) | ( ) | 32 | ( ) | ( ) | 39 | ( ) | ( ) | | | |
| 5 | ( ) | ( ) | 12 | ( ) | ( ) | 19 | ( ) | ( ) | 26 | ( ) | ( ) | 33 | ( ) | ( ) | 40 | ( ) | ( ) | | | |
| 6 | ( ) | ( ) | 13 | ( ) | ( ) | 20 | ( ) | ( ) | 27 | ( ) | ( ) | 34 | ( ) | ( ) | 41 | ( ) | ( ) | | | |
| 7 | ( ) | ( ) | 14 | ( ) | ( ) | 21 | ( ) | ( ) | 28 | ( ) | ( ) | 35 | ( ) | ( ) | 42 | ( ) | ( ) | | | |

**4)** *Add the number of correct responses. This is the student's raw score for* ***Reading****.* ..... **4)** ☐

## Writing (Grades 2 through 12)

For Writing items 1–18, check (✓) "C" for a correct response or "I" for an incorrect response.

| Item # | C | I | Item # | C | I | Item # | C | I |
|---|---|---|---|---|---|---|---|---|
| 1 | ( ) | ( ) | 7 | ( ) | ( ) | 13 | ( ) | ( ) |
| 2 | ( ) | ( ) | 8 | ( ) | ( ) | 14 | ( ) | ( ) |
| 3 | ( ) | ( ) | 9 | ( ) | ( ) | 15 | ( ) | ( ) |
| 4 | ( ) | ( ) | 10 | ( ) | ( ) | 16 | ( ) | ( ) |
| 5 | ( ) | ( ) | 11 | ( ) | ( ) | 17 | ( ) | ( ) |
| 6 | ( ) | ( ) | 12 | ( ) | ( ) | 18 | ( ) | ( ) |

**5)** *Add the number of correct responses for Items 1–18.* **5)** _____

**6)** *Enter the student's scores for Writing Sentences.*

**6a** Item 19 _____
**6b** Item 20 _____
**6c** Item 21 _____
**6d** Item 22 _____

*Add lines 6a through 6d:* ..... **6)** _____

**7)** *For item 23, Writing a Story/Essay, enter the student's score:* ..... **7)** _____

**8)** *Add lines 5 through 7. This is the student's raw score for* ***Writing****.* ..... **8)** ☐

## Overall Student Scale Score

| Skill Area | Raw Score | Scale Score | CELDT Proficiency Level* | CELDT Score ** | Comments: |
|---|---|---|---|---|---|
| **Listening and Speaking** | (line 3) | | | Scale Score x .5 = | |
| **Reading** | (line 4) | | | Scale Score x .25 = | |
| **Writing** | (line 8) | | | Scale Score x .25 = | |
| **Overall Student Scale Score *** | | | | | |

* Refer to the tables on page 1 to determine the student's overall proficiency level and English fluency for Initial Identification.

** **Important:** This column is for Grades 2 through 12 only.

## TABLE 1 KINDERGARTEN, LISTENING & SPEAKING

| Raw Score | Scale Score | CELDT Proficiency Level |
|---|---|---|
| 0 | 220 | BEGINNING |
| 1 | 220 | |
| 2 | 220 | |
| 3 | 220 | |
| 4 | 282 | |
| 5 | 312 | |
| 6 | 331 | |
| 7 | 344 | |
| 8 | 353 | |
| 9 | 361 | |
| 10 | 368 | |
| 11 | 374 | |
| 12 | 379 | |
| 13 | 384 | |
| 14 | 388 | |
| 15 | 392 | |
| 16 | 396 | |
| 17 | 399 | |
| 18 | 403 | |
| 19 | 406 | |
| 20 | 409 | |
| 21 | 412 | EARLY INTERMEDIATE |
| 22 | 415 | |
| 23 | 418 | |
| 24 | 421 | |
| 25 | 424 | |
| 26 | 426 | |
| 27 | 429 | |
| 28 | 431 | |
| 29 | 434 | |
| 30 | 437 | |
| 31 | 439 | |
| 32 | 442 | |
| 33 | 444 | |
| 34 | 447 | |
| 35 | 449 | |
| 36 | 452 | |
| 37 | 454 | |
| 38 | 457 | |
| 39 | 460 | INTERMEDIATE |
| 40 | 462 | |
| 41 | 465 | |
| 42 | 468 | |
| 43 | 471 | |
| 44 | 474 | |
| 45 | 478 | |
| 46 | 481 | |
| 47 | 485 | |
| 48 | 489 | |
| 49 | 493 | |
| 50 | 497 | |
| 51 | 501 | |
| 52 | 506 | EARLY ADVANCED |
| 53 | 510 | |
| 54 | 515 | |
| 55 | 520 | |
| 56 | 525 | |
| 57 | 530 | |
| 58 | 535 | |
| 59 | 541 | |
| 60 | 548 | |
| 61 | 555 | ADVANCED |
| 62 | 562 | |
| 63 | 571 | |
| 64 | 581 | |
| 65 | 593 | |
| 66 | 607 | |
| 67 | 624 | |
| 68 | 647 | |
| 69 | 681 | |
| 70 | 710 | |

## TABLE 2 GRADE 1, LISTENING & SPEAKING

| Raw Score | Scale Score | CELDT Proficiency Level |
|---|---|---|
| 0 | 220 | BEGINNING |
| 1 | 220 | |
| 2 | 220 | |
| 3 | 220 | |
| 4 | 282 | |
| 5 | 312 | |
| 6 | 331 | |
| 7 | 344 | |
| 8 | 353 | |
| 9 | 361 | |
| 10 | 368 | |
| 11 | 374 | |
| 12 | 379 | |
| 13 | 384 | |
| 14 | 388 | |
| 15 | 392 | |
| 16 | 396 | |
| 17 | 399 | |
| 18 | 403 | |
| 19 | 406 | |
| 20 | 409 | |
| 21 | 412 | |
| 22 | 415 | |
| 23 | 418 | |
| 24 | 421 | |
| 25 | 424 | EARLY INTERMEDIATE |
| 26 | 426 | |
| 27 | 429 | |
| 28 | 431 | |
| 29 | 434 | |
| 30 | 437 | |
| 31 | 439 | |
| 32 | 442 | |
| 33 | 444 | |
| 34 | 447 | |
| 35 | 449 | |
| 36 | 452 | |
| 37 | 454 | |
| 38 | 457 | |
| 39 | 460 | |
| 40 | 462 | |
| 41 | 465 | |
| 42 | 468 | |
| 43 | 471 | INTERMEDIATE |
| 44 | 474 | |
| 45 | 478 | |
| 46 | 481 | |
| 47 | 485 | |
| 48 | 489 | |
| 49 | 493 | |
| 50 | 497 | |
| 51 | 501 | |
| 52 | 506 | |
| 53 | 510 | |
| 54 | 515 | |
| 55 | 520 | EARLY ADVANCED |
| 56 | 525 | |
| 57 | 530 | |
| 58 | 535 | |
| 59 | 541 | |
| 60 | 548 | |
| 61 | 555 | |
| 62 | 562 | |
| 63 | 571 | ADVANCED |
| 64 | 581 | |
| 65 | 593 | |
| 66 | 607 | |
| 67 | 624 | |
| 68 | 647 | |
| 69 | 681 | |
| 70 | 710 | |

## PROFICIENCY LEVEL DESCRIPTORS KINDERGARTEN, GRADE 1

### Listening and Speaking

***Students in Kindergarten and Grade 1 are assessed only in Listening and Speaking***

***Advanced**: Students who perform at this level on the CELDT typically*
- *hear and repeat all beginning, medial, and ending speech sounds of a word in a phrase.*
- *identify words that are identical in sound.*
- *understand the use of complex vocabulary and give the opposites of more difficult words.*
- *understand and follow more complex instructions in an academic context.*
- *tell a story using fluent sentences and details, after listening to a story prompt.*

***Early Advanced**: Students who perform at this level on the CELDT typically*
- *hear and repeat most beginning, medial, and ending speech sounds of a word in a phrase.*
- *understand and use more difficult vocabulary, and give the opposite of a word.*
- *use more complex verb forms to describe a picture prompt.*
- *understand and follow difficult instructions in an academic context.*
- *tell a story in a logical sequence using details and basic sentence construction, after listening to a story prompt.*

***Intermediate**: Students who perform at this level on the CELDT typically*
- *hear and repeat many beginning, medial, and ending speech sounds of a word in a phrase.*
- *respond to a picture prompt using difficult vocabulary.*
- *use various verb forms to describe a picture prompt.*
- *understand and follow simple instructions in an academic context.*
- *tell a story using at least one relevant complete sentence that contains a subject and a predicate, after listening to a story prompt.*

***Early Intermediate**: Students who perform at this level on the CELDT typically*
- *hear and repeat a few beginning, medial, and ending speech sounds of a word in a phrase.*
- *describe a picture prompt using common vocabulary.*
- *understand and follow simple commands.*
- *tell a story using incomplete sentences and fragments, after listening to a story prompt.*

***Beginning**: Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may*
- *hear and minimally repeat some speech sounds in context.*
- *describe a picture prompt using common nouns.*
- *understand and follow a few simple commands.*
- *tell a story using isolated words or no English words, after listening to a story prompt.*

## TABLE 3 GRADE 2, LISTENING & SPEAKING

| Raw Score | Scale Score | CELDT Proficiency Level |
|---|---|---|
| 0 | 220 | BEGINNING |
| 1 | 220 | |
| 2 | 220 | |
| 3 | 220 | |
| 4 | 282 | |
| 5 | 312 | |
| 6 | 331 | |
| 7 | 344 | |
| 8 | 353 | |
| 9 | 361 | |
| 10 | 368 | |
| 11 | 374 | |
| 12 | 379 | |
| 13 | 384 | |
| 14 | 388 | |
| 15 | 392 | |
| 16 | 396 | |
| 17 | 399 | |
| 18 | 403 | |
| 19 | 406 | BEGINNING |
| 20 | 409 | |
| 21 | 412 | |
| 22 | 415 | |
| 23 | 418 | |
| 24 | 421 | |
| 25 | 424 | |
| 26 | 426 | |
| 27 | 429 | |
| 28 | 431 | |
| 29 | 434 | |
| 30 | 437 | |
| 31 | 439 | |
| 32 | 442 | |
| 33 | 444 | |
| 34 | 447 | |
| 35 | 449 | |
| 36 | 452 | |
| 37 | 454 | EARLY INTERMEDIATE |
| 38 | 457 | |
| 39 | 460 | |
| 40 | 462 | |
| 41 | 465 | |
| 42 | 468 | |
| 43 | 471 | |
| 44 | 474 | |
| 45 | 478 | |
| 46 | 481 | |
| 47 | 485 | |
| 48 | 489 | |
| 49 | 493 | |
| 50 | 497 | INTERMEDIATE |
| 51 | 501 | |
| 52 | 506 | |
| 53 | 510 | |
| 54 | 515 | |
| 55 | 520 | |
| 56 | 525 | INT. |
| 57 | 530 | |
| 58 | 535 | |
| 59 | 541 | EARLY ADVANCED |
| 60 | 548 | |
| 61 | 555 | |
| 62 | 562 | |
| 63 | 571 | |
| 64 | 581 | ADVANCED |
| 65 | 593 | |
| 66 | 607 | |
| 67 | 624 | |
| 68 | 647 | |
| 69 | 681 | |
| 70 | 710 | |

## TABLE 4 GRADE 2, READING

| Raw Score | Scale Score | CELDT Proficiency Level |
|---|---|---|
| 0 | 340 | BEGINNING |
| 1 | 340 | |
| 2 | 340 | |
| 3 | 340 | |
| 4 | 340 | |
| 5 | 340 | |
| 6 | 340 | |
| 7 | 340 | |
| 8 | 340 | |
| 9 | 340 | |
| 10 | 340 | |
| 11 | 340 | |
| 12 | 364 | |
| 13 | 377 | |
| 14 | 388 | |
| 15 | 396 | |
| 16 | 403 | |
| 17 | 410 | |
| 18 | 416 | |
| 19 | 421 | |
| 20 | 426 | |
| 21 | 430 | |
| 22 | 435 | |
| 23 | 439 | EARLY INTERMEDIATE |
| 24 | 443 | |
| 25 | 446 | |
| 26 | 450 | |
| 27 | 454 | |
| 28 | 457 | |
| 29 | 461 | |
| 30 | 465 | |
| 31 | 468 | |
| 32 | 472 | |
| 33 | 476 | INTERMEDIATE |
| 34 | 480 | |
| 35 | 485 | |
| 36 | 490 | |
| 37 | 495 | |
| 38 | 501 | |
| 39 | 508 | |
| 40 | 515 | EARLY ADV. |
| 41 | 524 | |
| 42 | 535 | |
| 43 | 549 | ADVANCED |
| 44 | 571 | |
| 45 | 630 | |

## TABLE 5 GRADE 2, WRITING

| Raw Score | Scale Score | CELDT Proficiency Level |
|---|---|---|
| 0 | 280 | BEGINNING |
| 1 | 280 | |
| 2 | 280 | |
| 3 | 280 | |
| 4 | 280 | |
| 5 | 280 | |
| 6 | 331 | |
| 7 | 368 | |
| 8 | 384 | |
| 9 | 395 | |
| 10 | 405 | |
| 11 | 413 | |
| 12 | 421 | |
| 13 | 429 | EARLY INTERMEDIATE |
| 14 | 436 | |
| 15 | 444 | |
| 16 | 451 | |
| 17 | 458 | |
| 18 | 465 | |
| 19 | 472 | INTERMEDIATE |
| 20 | 479 | |
| 21 | 486 | |
| 22 | 493 | |
| 23 | 501 | |
| 24 | 508 | |
| 25 | 516 | EARLY ADVANCED |
| 26 | 524 | |
| 27 | 531 | |
| 28 | 539 | |
| 29 | 548 | |
| 30 | 557 | |
| 31 | 566 | ADVANCED |
| 32 | 578 | |
| 33 | 592 | |
| 34 | 613 | |
| 35 | 640 | |

## PROFICIENCY LEVEL DESCRIPTORS GRADE 2

### Listening and Speaking

***Advanced**: Students who perform at this level on the CELDT typically*
- *hear and repeat all beginning, medial, and ending speech sounds of a word in a phrase.*
- *identify words that are identical in sound.*
- *understand the use of complex vocabulary and give the opposites of more difficult words.*
- *understand and follow more complex instructions in an academic context.*
- *tell a story using fluent sentences and details, after listening to a story prompt.*

***Early Advanced**: Students who perform at this level on the CELDT typically*
- *hear and repeat most beginning, medial, and ending speech sounds of a word in a phrase.*
- *understand and use more difficult vocabulary, and give the opposite of a word.*
- *use more complex verb forms to describe a picture prompt.*
- *understand and follow difficult instructions in an academic context.*
- *tell a story in a logical sequence using details and basic sentence construction, after listening to a story prompt.*

***Intermediate**: Students who perform at this level on the CELDT typically*
- *hear and repeat many beginning, medial, and ending speech sounds of a word in a phrase.*
- *respond to a picture prompt using difficult vocabulary.*
- *use various verb forms to describe a picture prompt.*
- *understand and follow simple instructions in an academic context.*
- *tell a story using at least one relevant complete sentence that contains a subject and a predicate, after listening to a story prompt.*

***Early Intermediate**: Students who perform at this level on the CELDT typically*
- *hear and repeat a few beginning, medial, and ending speech sounds of a word in a phrase.*
- *describe a picture prompt using common vocabulary.*
- *understand and follow simple commands.*
- *tell a story using incomplete sentences and fragments, after listening to a story prompt.*

***Beginning**: Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may*
- *hear and minimally repeat some speech sounds in context.*
- *describe a picture prompt using common nouns.*
- *understand and follow a few simple commands.*
- *tell a story using isolated words or no English words, after listening to a story prompt.*

### Reading

***Advanced**: Students who perform at this level on the CELDT typically*
- *match spoken words that have difficult beginning and medial sounds to printed words.*
- *use irregular plurals.*
- *use context to identify synonyms and words that have multiple meanings.*
- *read a more complex story and answer increasingly difficult questions that involve sequencing, generalizing, drawing conclusions, and making simple predictions.*

***Early Advanced**: Students who perform at this level on the CELDT typically*
- *match more difficult vocabulary words to pictures.*
- *use regular plurals and identify the number of syllables in a word.*
- *use context clues to complete sentences in a short passage with words appropriate to the topic.*
- *answer more difficult questions that involve sequencing, generalizing, drawing conclusions and making simple predictions, after reading a story.*

***Intermediate**: Students who perform at this level on the CELDT typically*
- *match similar sound patterns and identify compound words.*
- *recognize common abbreviations.*
- *use the context of a sentence to fill in the blanks with the correct words.*
- *recall details and answer literal questions, after reading a story.*

***Early Intermediate**: Students who perform at this level on the CELDT typically*
- *match simple vocabulary words to pictures.*
- *hear a word and select its printed form from a choice of similar words.*
- *identify contractions and recognize basic semantic categories.*
- *recall a few details from simple stories.*

***Beginning**: Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may*
- *identify the letter that corresponds to the initial sound of a simple spoken word.*
- *match commonly used nouns to pictures.*
- *begin to recognize some basic groups of related words.*
- *recall minimal details from a simple story.*

### Writing

***Advanced**: Students who perform at this level on the CELDT typically*
- *identify a complex verb tense.*
- *write complete sentences that contain no grammatical, syntactical, or mechanical errors and that are appropriate to a picture prompt.*
- *write a story with a beginning, middle, and end in response to sequenced pictures. The story contains fluent sentences, well-organized ideas, accurate transitions, vivid vocabulary, and no significant grammatical errors.*

***Early Advanced**: Students who perform at this level on the CELDT typically*
- *demonstrate use of contractions, possessives, superlatives, regular plurals, compound subjects, prepositions, and articles.*
- *write complete sentences that contain no grammatical, syntactical, or mechanical errors and that are appropriate to a picture prompt.*
- *write a story with a beginning, middle, and end in response to sequenced pictures. The story contains fluent sentences, well-organized ideas, and accurate transitions.*

***Intermediate**: Students who perform at this level on the CELDT typically*
- *begin to use standard writing conventions, such as subject and verb agreement, compound subjects, verb tenses, pronouns, irregular verbs, and conjugations.*
- *write simple sentences appropriate to a picture prompt. The sentences may contain errors, but these errors do not affect the meaning of the sentences.*
- *write a story by listing events or ideas in response to sequenced pictures. The story may contain repetitive transitional words and errors that do not affect meaning.*

***Early Intermediate**: Students who perform at this level on the CELDT typically*
- *begin to use some standard writing conventions, such as spacing, punctuation, and capitalization.*
- *write sentences appropriate to a picture prompt. The sentences include at least one English word spelled correctly, and major errors make the sentences difficult to understand.*
- *write a story by listing events or ideas in response to sequenced pictures. The story contains at least one complete sentence and major errors that make the story difficult to understand.*

***Beginning**: Students who perform at this level on the CELDT may demonstrate no receptive skills or may*
- *use a few standard writing conventions.*
- *write some isolated English words in response to a picture prompt.*
- *attempt to write a story in response to sequenced pictures. The writing is minimal and contains unrelated fragments.*

## TABLE 6 GRADE SPAN 3–5, LISTENING & SPEAKING

| Raw Score | Scale Score | CELDT Proficiency Level |
|---|---|---|
| 0 | 220 | BEGINNING |
| 1 | 220 | |
| 2 | 220 | |
| 3 | 220 | |
| 4 | 249 | |
| 5 | 279 | |
| 6 | 297 | |
| 7 | 310 | |
| 8 | 319 | |
| 9 | 328 | |
| 10 | 335 | |
| 11 | 341 | |
| 12 | 346 | |
| 13 | 351 | |
| 14 | 355 | |
| 15 | 360 | |
| 16 | 364 | |
| 17 | 367 | |
| 18 | 371 | |
| 19 | 374 | |
| 20 | 378 | BEGINNING |
| 21 | 381 | |
| 22 | 384 | |
| 23 | 387 | |
| 24 | 390 | |
| 25 | 393 | |
| 26 | 396 | |
| 27 | 399 | |
| 28 | 401 | |
| 29 | 404 | |
| 30 | 407 | |
| 31 | 410 | |
| 32 | 413 | |
| 33 | 416 | |
| 34 | 419 | |
| 35 | 422 | |
| 36 | 425 | |
| 37 | 429 | |
| 38 | 432 | |
| 39 | 435 | |
| 40 | 439 | EARLY INTERMEDIATE |
| 41 | 442 | |
| 42 | 446 | |
| 43 | 450 | |
| 44 | 453 | |
| 45 | 457 | |
| 46 | 461 | |
| 47 | 465 | |
| 48 | 469 | |
| 49 | 473 | |
| 50 | 476 | |
| 51 | 481 | |
| 52 | 485 | INTERMEDIATE |
| 53 | 489 | |
| 54 | 493 | |
| 55 | 498 | |
| 56 | 503 | |
| 57 | 508 | |
| 58 | 513 | |
| 59 | 520 | |
| 60 | 527 | EARLY ADVANCED |
| 61 | 535 | |
| 62 | 544 | |
| 63 | 555 | |
| 64 | 567 | |
| 65 | 582 | ADVANCED |
| 66 | 599 | |
| 67 | 621 | |
| 68 | 650 | |
| 69 | 696 | |
| 70 | 710 | |

## TABLE 7 GRADE SPAN 3–5, READING

| Raw Score | Scale Score | CELDT Proficiency Level |
|---|---|---|
| 0 | 340 | BEGINNING |
| 1 | 340 | |
| 2 | 340 | |
| 3 | 340 | |
| 4 | 340 | |
| 5 | 340 | |
| 6 | 340 | |
| 7 | 340 | |
| 8 | 340 | |
| 9 | 340 | |
| 10 | 351 | |
| 11 | 372 | |
| 12 | 387 | |
| 13 | 399 | |
| 14 | 408 | |
| 15 | 416 | |
| 16 | 423 | |
| 17 | 430 | |
| 18 | 436 | |
| 19 | 441 | |
| 20 | 446 | |
| 21 | 451 | |
| 22 | 455 | |
| 23 | 460 | |
| 24 | 464 | |
| 25 | 468 | EARLY INTERMEDIATE |
| 26 | 472 | |
| 27 | 476 | |
| 28 | 480 | |
| 29 | 484 | |
| 30 | 488 | |
| 31 | 492 | |
| 32 | 496 | |
| 33 | 500 | INTERMEDIATE |
| 34 | 505 | |
| 35 | 509 | |
| 36 | 514 | |
| 37 | 520 | |
| 38 | 526 | |
| 39 | 532 | |
| 40 | 540 | EARLY ADV. |
| 41 | 549 | |
| 42 | 559 | |
| 43 | 574 | ADV. |
| 44 | 598 | |
| 45 | 640 | |

## TABLE 8 GRADE SPAN 3–5, WRITING

| Raw Score | Scale Score | CELDT Proficiency Level |
|---|---|---|
| 0 | 280 | BEGINNING |
| 1 | 280 | |
| 2 | 280 | |
| 3 | 280 | |
| 4 | 280 | |
| 5 | 280 | |
| 6 | 301 | |
| 7 | 338 | |
| 8 | 355 | |
| 9 | 368 | |
| 10 | 379 | |
| 11 | 389 | |
| 12 | 398 | |
| 13 | 406 | |
| 14 | 414 | |
| 15 | 422 | |
| 16 | 429 | |
| 17 | 437 | |
| 18 | 444 | |
| 19 | 451 | EARLY INTERMEDIATE |
| 20 | 458 | |
| 21 | 466 | |
| 22 | 473 | |
| 23 | 481 | |
| 24 | 490 | INTER-MEDIATE |
| 25 | 499 | |
| 26 | 508 | |
| 27 | 518 | |
| 28 | 527 | |
| 29 | 537 | EARLY ADV. |
| 30 | 548 | |
| 31 | 560 | |
| 32 | 576 | ADVANCED |
| 33 | 599 | |
| 34 | 641 | |
| 35 | 690 | |

## PROFICIENCY LEVEL DESCRIPTORS GRADE SPAN 3–5

### Listening and Speaking

***Advanced**: Students who perform at this level on the CELDT typically*
- *hear and repeat all beginning, medial, and ending speech sounds of a word in a phrase.*
- *compare and contrast sounds in two-syllable word pairs.*
- *give the opposites of difficult vocabulary words.*
- *understand and follow complex instructions in an academic context.*
- *tell a story using fluent sentences and details, after listening to a story prompt.*

***Early Advanced**: Students who perform at this level on the CELDT typically*
- *hear and repeat most beginning, medial, and ending speech sounds of a word in a phrase.*
- *compare and contrast sounds in simple word pairs.*
- *use a variety of verb forms in response to picture prompts.*
- *understand and follow multi-step instructions in an academic context.*
- *tell a story in a coherent sequence using details, after listening to story prompt.*

***Intermediate**: Students who perform at this level on the CELDT typically*
- *hear and repeat many beginning, medial, and ending speech sounds of a word in a phrase.*
- *compare and contrast sounds in simple words.*
- *use a variety of verb forms in response to picture prompts.*
- *give the opposites of common words.*
- *understand and follow one or two-step instructions in an academic context.*
- *tell a story using at least one sentence that contains a subject and a predicate, after listening to a story prompt.*

***Early Intermediate**: Students who perform at this level on the CELDT typically*
- *hear and repeat a few beginning, medial, and ending speech sounds of a word in a phrase.*
- *identify words that sound the same.*
- *use common vocabulary in response to a picture prompt.*
- *understand and follow most simple commands.*
- *tell a story using incomplete sentences and fragments, after listening to a story prompt.*

***Beginning**: Students who perform at this level on the CELDT may demonstrate no receptive/ productive skills, or may*
- *hear and repeat some speech sounds in context.*
- *use common vocabulary in response to a picture prompt.*
- *understand and follow simple commands.*
- *tell a story using isolated words or no English words, after listening to a story prompt.*

### Reading

***Advanced**: Students who perform at this level on the CELDT typically*
- *interpret more complex figures of speech.*
- *decode words with more difficult beginning or medial sounds.*
- *identify root words and synonyms.*
- *identify the number of syllables in a word.*
- *sequence events, draw inferences, and make predictions and generalizations based on a given text.*

***Early Advanced**: Students who perform at this level on the CELDT typically*
- *match complex vocabulary words to pictures.*
- *recognize synonyms/antonyms.*
- *use context clues and inferences to select the correct word to complete a short passage or story.*
- *distinguish between fact and opinion, draw more subtle inferences from a text, and interpret some common figures of speech based on a given text.*

***Intermediate**: Students who perform at this level on the CELDT typically*
- *begin to identify the number of syllables in some words of simple structure.*
- *use context clues to select the correct word to complete a short story.*
- *match more difficult vocabulary words to pictures.*
- *answer factual comprehension questions, identify events, and draw conclusions based on a given text.*

***Early Intermediate**: Students who perform at this level on the CELDT typically*
- *match vocabulary words to pictures.*
- *recognize sound/symbol relationships.*
- *use context clues to choose the correct word to complete a sentence.*
- *answer some factual comprehension questions, and make inferences after reading a simple text.*

***Beginning**: Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may*
- *match commonly used nouns to pictures.*
- *recognize some sound/symbol relationships.*
- *begin to recognize some basic groups of related words.*
- *recall minimal details from a simple text.*

### Writing

***Advanced**: Students who perform at this level on the CELDT typically*
- *write a relevant sentence in response to a picture prompt. The sentence has no mechanical or syntactical errors.*
- *write a well-organized story that contains relevant details and accurate transitions in response to sequenced pictures and a sentence starter. The story may contain a few minor errors in grammar and mechanics.*

***Early Advanced**: Students who perform at this level on the CELDT typically*
- *use their knowledge of grammar and mechanics to identify the appropriate word to complete a complex sentence.*
- *write a story that clearly communicates a series of events or ideas based on sequenced pictures and a sentence starter. The story has details connected by repetitive transitional words, and may contain errors in grammar and mechanics.*

***Intermediate**: Students who perform at this level on the CELDT typically*
- *use their knowledge of grammar and mechanics to identify the appropriate word or phrase to complete a simple sentence.*
- *write a relevant sentence in response to a picture prompt. The sentence may contain minor errors.*
- *write a story based on sequenced pictures and a sentence starter. The story may have a disorganized sequence of events or ideas.*

***Early Intermediate**: Students who perform at this level on the CELDT typically*
- *complete a sentence using the appropriate word.*
- *respond to a picture prompt by writing words, phrases, or simple sentences that contain at least one English word spelled correctly.*
- *write words or phrases related to the topic, based on sequenced pictures and a sentence starter. The response may contain numerous errors that distort meaning.*

***Beginning**: Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may*
- *choose the appropriate word to complete a sentence.*
- *attempt to write about a topic, but the response is minimal, and contains some isolated English words.*

## TABLE 9 GRADE SPAN 6–8, LISTENING & SPEAKING

| Raw Score | Scale Score | CELDT Proficiency Level |
|---|---|---|
| 0 | 220 | BEGINNING |
| 1 | 220 | |
| 2 | 220 | |
| 3 | 276 | |
| 4 | 308 | |
| 5 | 326 | |
| 6 | 339 | |
| 7 | 349 | |
| 8 | 357 | |
| 9 | 364 | |
| 10 | 370 | |
| 11 | 375 | |
| 12 | 380 | |
| 13 | 385 | |
| 14 | 389 | |
| 15 | 393 | |
| 16 | 396 | |
| 17 | 400 | |
| 18 | 403 | BEGINNING |
| 19 | 406 | |
| 20 | 409 | |
| 21 | 411 | |
| 22 | 414 | |
| 23 | 416 | |
| 24 | 419 | |
| 25 | 421 | |
| 26 | 424 | |
| 27 | 426 | |
| 28 | 428 | |
| 29 | 431 | |
| 30 | 433 | |
| 31 | 435 | |
| 32 | 437 | |
| 33 | 440 | EARLY INT. |
| 34 | 442 | |
| 35 | 444 | |
| 36 | 447 | EARLY INTERMEDIATE |
| 37 | 449 | |
| 38 | 452 | |
| 39 | 454 | |
| 40 | 457 | |
| 41 | 459 | |
| 42 | 462 | |
| 43 | 465 | |
| 44 | 468 | |
| 45 | 471 | |
| 46 | 474 | |
| 47 | 477 | |
| 48 | 480 | |
| 49 | 483 | INTER-MEDIATE |
| 50 | 486 | |
| 51 | 490 | |
| 52 | 494 | |
| 53 | 497 | |
| 54 | 501 | INTERMEDIATE |
| 55 | 505 | |
| 56 | 509 | |
| 57 | 514 | |
| 58 | 519 | |
| 59 | 524 | |
| 60 | 529 | EARLY ADVANCED |
| 61 | 535 | |
| 62 | 542 | |
| 63 | 549 | |
| 64 | 557 | |
| 65 | 567 | |
| 66 | 578 | ADVANCED |
| 67 | 592 | |
| 68 | 609 | |
| 69 | 637 | |
| 70 | 710 | |

## TABLE 10 GRADE SPAN 6–8, READING

| Raw Score | Scale Score | CELDT Proficiency Level |
|---|---|---|
| 0 | 340 | BEGINNING |
| 1 | 340 | |
| 2 | 340 | |
| 3 | 340 | |
| 4 | 340 | |
| 5 | 340 | |
| 6 | 340 | |
| 7 | 340 | |
| 8 | 340 | |
| 9 | 340 | |
| 10 | 340 | |
| 11 | 340 | |
| 12 | 379 | |
| 13 | 412 | |
| 14 | 431 | |
| 15 | 446 | |
| 16 | 457 | |
| 17 | 466 | EARLY INT. |
| 18 | 474 | |
| 19 | 481 | |
| 20 | 487 | |
| 21 | 493 | |
| 22 | 498 | |
| 23 | 503 | INTERMEDIATE |
| 24 | 508 | |
| 25 | 512 | |
| 26 | 516 | |
| 27 | 520 | |
| 28 | 524 | |
| 29 | 528 | |
| 30 | 532 | |
| 31 | 536 | EARLY ADVANCED |
| 32 | 540 | |
| 33 | 544 | |
| 34 | 548 | |
| 35 | 553 | |
| 36 | 557 | |
| 37 | 562 | |
| 38 | 567 | ADVANCED |
| 39 | 572 | |
| 40 | 579 | |
| 41 | 586 | |
| 42 | 596 | |
| 43 | 609 | |
| 44 | 630 | |
| 45 | 650 | |

## TABLE 11 GRADE SPAN 6–8, WRITING

| Raw Score | Scale Score | CELDT Proficiency Level |
|---|---|---|
| 0 | 280 | BEGINNING |
| 1 | 280 | |
| 2 | 280 | |
| 3 | 280 | |
| 4 | 280 | |
| 5 | 280 | |
| 6 | 326 | |
| 7 | 356 | |
| 8 | 373 | |
| 9 | 386 | |
| 10 | 397 | |
| 11 | 406 | |
| 12 | 414 | |
| 13 | 421 | |
| 14 | 428 | |
| 15 | 435 | |
| 16 | 441 | |
| 17 | 448 | EARLY INTERMEDIATE |
| 18 | 454 | |
| 19 | 460 | |
| 20 | 467 | |
| 21 | 473 | |
| 22 | 480 | |
| 23 | 488 | INTER-MEDIATE |
| 24 | 496 | |
| 25 | 505 | |
| 26 | 514 | |
| 27 | 524 | |
| 28 | 535 | EARLY ADV. |
| 29 | 547 | |
| 30 | 559 | |
| 31 | 573 | ADVANCED |
| 32 | 589 | |
| 33 | 613 | |
| 34 | 655 | |
| 35 | 700 | |

## PROFICIENCY LEVEL DESCRIPTORS GRADE SPAN 6–8

### Listening and Speaking

***Advanced**: Students who perform at this level on the CELDT typically*
- *hear and repeat all beginning, medial, and ending speech sounds of a word in a phrase.*
- *give the opposites of semantically complex vocabulary words.*
- *tell a story using coherent, fluent sentences, detailed sequence, vivid vocabulary, and complex construction, after listening to a story prompt. The response may contain one or two errors commonly made by proficient English speakers.*

***Early Advanced**: Students who perform at this level on the CELDT typically*
- *hear and repeat a few beginning, medial, and ending speech sounds of a word in a phrase.*
- *compare and contrast speech sounds that are more difficult to distinguish.*
- *give the opposites of less common vocabulary words.*
- *use more sophisticated verb forms in response to a picture prompt.*
- *identify two-syllable words as same or different.*
- *understand and follow multi-step instructions in a complex academic context.*
- *tell a story in a coherent sequence using longer sentences, after listening to a story prompt. The story may contain some non-English words.*

***Intermediate**: Students who perform at this level on the CELDT typically*
- *hear and repeat a few beginning, medial, and ending speech sounds of a word in a phrase.*
- *compare and contrast speech sounds in simple words.*
- *follow one- or two-step instructions in an academic context.*
- *use common vocabulary in response to a picture prompt.*
- *use the appropriate verb form in response to a picture prompt.*
- *tell a story in a coherent sequence using details and basic sentence construction, after listening to a story prompt.*

***Early Intermediate**: Students who perform at this level on the CELDT typically*
- *hear and repeat a few beginning, medial, and ending speech sounds of a word in a phrase.*
- *compare sounds in simple words.*
- *use common vocabulary in response to a picture prompt.*
- *understand and follow one-step instructions in a simple academic context.*
- *tell a story using at least one sentence that contains a subject and a predicate, after listening to a story prompt.*

***Beginning**: Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may*
- *hear and repeat some speech sounds in context.*
- *identify some common vocabulary in response to a picture prompt.*
- *understand and follow simple commands.*
- *tell a story using isolated words or no English words, after listening to a story prompt.*

### Reading

***Advanced**: Students who perform at this level on the CELDT typically*
- *recognize synonyms and antonyms.*
- *demonstrate decoding and word-attack skills, such as sound pairs and prefixes.*
- *understand complex structures, such as root words, word parts, and grammatical features.*
- *synthesize and make predictions.*
- *demonstrate understanding of idiomatic expressions.*

***Early Advanced**: Students who perform at this level on the CELDT typically*
- *identify the correct meaning of a word in a given context.*
- *recognize character traits and features of a variety of texts.*
- *make inferences and draw conclusions from more challenging reading passages.*

***Intermediate**: Students who perform at this level on the CELDT typically*
- *demonstrate some knowledge of simple synonyms, antonyms and simple root words.*
- *recognize the sequence of events in a reading passage.*
- *determine the main idea of a simple text.*
- *recognize the parts of a book.*

***Early Intermediate**: Students who perform at this level on the CELDT typically*
- *identify sound/symbol correspondences at the beginning of words.*
- *begin to use words in context appropriately.*
- *answer literal comprehension questions from a simple story.*

***Beginning**: Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may*
- *recognize some sound/symbol correspondences at the beginning of simple words.*
- *match commonly used nouns to pictures.*
- *recall minimal details from a simple story.*

### Writing

***Advanced**: Students who perform at this level on the CELDT typically*
- *use difficult transitions, conjunctions, and prepositions correctly.*
- *respond to a picture prompt by writing complete sentences that are appropriate to the topic and have no syntactical or mechanical errors.*
- *write an essay that is fluent and contains a clear sequence of events or ideas, precise vocabulary and appropriate transitional words. The essay may contain minor errors and one or more non-English words.*

***Early Advanced**: Students who perform at this level on the CELDT typically*
- *use verb tenses correctly.*
- *demonstrate familiarity with idioms and expressions.*
- *write complete sentences appropriate to a picture prompt. The sentences may contain minor errors.*
- *write an essay that contains details and a coherent sequence of events or ideas.*

***Intermediate**: Students who perform at this level on the CELDT typically*
- *use articles and pronouns correctly.*
- *use idiomatic qualifiers.*
- *write a sentence in response to a picture prompt. The sentence may contain several errors that interfere with meaning.*
- *write an essay about a topic, but the essay may consist of a disorganized list of events, containing some details and repetitive transitional words.*

***Early Intermediate**: Students who perform at this level on the CELDT typically*
- *use capitalization and punctuation in abbreviations correctly.*
- *attempt to write about a topic, but the response is minimal, containing some isolated English words.*

***Beginning**: Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may*
- *use capitalization and punctuation in abbreviations.*
- *attempt to write about a topic, but the response is minimal.*

## TABLE 12 GRADE SPAN 9–12, LISTENING & SPEAKING

| Raw Score | Scale Score | CELDT Proficiency Level |
|---|---|---|
| 0 | 220 | BEGINNING |
| 1 | 220 | |
| 2 | 220 | |
| 3 | 249 | |
| 4 | 301 | |
| 5 | 325 | |
| 6 | 341 | |
| 7 | 352 | |
| 8 | 362 | |
| 9 | 369 | |
| 10 | 376 | |
| 11 | 382 | |
| 12 | 387 | |
| 13 | 392 | |
| 14 | 397 | |
| 15 | 401 | |
| 16 | 405 | |
| 17 | 408 | |
| 18 | 412 | |
| 19 | 415 | BEGINNING |
| 20 | 418 | |
| 21 | 421 | |
| 22 | 424 | |
| 23 | 427 | |
| 24 | 430 | |
| 25 | 433 | |
| 26 | 435 | |
| 27 | 438 | EARLY INTERMEDIATE |
| 28 | 440 | |
| 29 | 443 | |
| 30 | 445 | |
| 31 | 448 | |
| 32 | 450 | |
| 33 | 453 | |
| 34 | 455 | |
| 35 | 458 | |
| 36 | 460 | |
| 37 | 463 | |
| 38 | 465 | EARLY INTERMEDIATE |
| 39 | 467 | |
| 40 | 470 | |
| 41 | 472 | |
| 42 | 475 | |
| 43 | 478 | |
| 44 | 480 | |
| 45 | 483 | INTERMEDIATE |
| 46 | 486 | |
| 47 | 489 | |
| 48 | 492 | |
| 49 | 495 | |
| 50 | 498 | |
| 51 | 502 | |
| 52 | 505 | |
| 53 | 509 | |
| 54 | 513 | |
| 55 | 517 | |
| 56 | 522 | |
| 57 | 527 | EARLY ADVANCED |
| 58 | 532 | |
| 59 | 538 | |
| 60 | 544 | |
| 61 | 550 | |
| 62 | 557 | |
| 63 | 565 | |
| 64 | 573 | ADVANCED |
| 65 | 583 | |
| 66 | 594 | |
| 67 | 607 | |
| 68 | 624 | |
| 69 | 651 | |
| 70 | 710 | |

## TABLE 13 GRADE SPAN 9–12, READING

| Raw Score | Scale Score | CELDT Proficiency Level |
|---|---|---|
| 0 | 340 | BEGINNING |
| 1 | 340 | |
| 2 | 340 | |
| 3 | 340 | |
| 4 | 340 | |
| 5 | 340 | |
| 6 | 340 | |
| 7 | 340 | |
| 8 | 340 | |
| 9 | 340 | |
| 10 | 360 | |
| 11 | 410 | |
| 12 | 433 | |
| 13 | 448 | |
| 14 | 460 | |
| 15 | 470 | EARLY INTER-MEDIATE |
| 16 | 478 | |
| 17 | 485 | |
| 18 | 492 | |
| 19 | 498 | |
| 20 | 503 | INTER-MEDIATE |
| 21 | 508 | |
| 22 | 512 | |
| 23 | 517 | |
| 24 | 521 | INTER-MEDIATE |
| 25 | 525 | |
| 26 | 528 | |
| 27 | 532 | |
| 28 | 535 | EARLY ADVANCED |
| 29 | 539 | |
| 30 | 543 | |
| 31 | 546 | |
| 32 | 550 | |
| 33 | 554 | |
| 34 | 558 | |
| 35 | 562 | |
| 36 | 566 | ADVANCED |
| 37 | 571 | |
| 38 | 576 | |
| 39 | 581 | |
| 40 | 588 | |
| 41 | 595 | |
| 42 | 605 | |
| 43 | 617 | |
| 44 | 636 | |
| 45 | 650 | |

## TABLE 14 GRADE SPAN 9–12, WRITING

| Raw Score | Scale Score | CELDT Proficiency Level |
|---|---|---|
| 0 | 280 | BEGINNING |
| 1 | 280 | |
| 2 | 280 | |
| 3 | 280 | |
| 4 | 280 | |
| 5 | 280 | |
| 6 | 327 | |
| 7 | 356 | |
| 8 | 373 | |
| 9 | 385 | |
| 10 | 395 | |
| 11 | 404 | |
| 12 | 412 | |
| 13 | 420 | |
| 14 | 427 | |
| 15 | 434 | |
| 16 | 441 | |
| 17 | 449 | EARLY INTERMEDIATE |
| 18 | 456 | |
| 19 | 464 | |
| 20 | 472 | |
| 21 | 480 | |
| 22 | 487 | |
| 23 | 494 | INTERMEDIATE |
| 24 | 501 | |
| 25 | 508 | |
| 26 | 516 | |
| 27 | 523 | |
| 28 | 532 | EARLY ADV. |
| 29 | 542 | |
| 30 | 554 | |
| 31 | 568 | |
| 32 | 584 | ADVANCED |
| 33 | 605 | |
| 34 | 642 | |
| 35 | 700 | |

## PROFICIENCY LEVEL DESCRIPTORS GRADE SPAN 9–12

### Listening and Speaking

***Advanced**: Students who perform at this level on the CELDT typically*
- *hear and repeat all beginning, medial, and ending speech sounds of a word in a phrase.*
- *give the opposites of semantically complex vocabulary words.*
- *tell a story using detailed sequencing, vivid vocabulary, and complex sentence construction, after listening to a story prompt. The response may contain one or two minor errors commonly made by proficient English speakers.*

***Early Advanced**: Students who perform at this level on the CELDT typically*
- *hear and repeat most beginning, medial, and ending speech sounds of a word in a phrase.*
- *follow more difficult multi-task instructions in an academic context.*
- *give the opposites of less common vocabulary words.*
- *use a variety of verb forms in response to picture prompts.*
- *tell a story using fluent sentences and details, after listening to a story prompt.*

***Intermediate**: Students who perform at this level on the CELDT typically*
- *hear and repeat many beginning, medial, and ending speech sounds of a word in a phrase.*
- *compare and contrast speech sounds that are more difficult to distinguish.*
- *use a simple verb form in response to a picture prompt.*
- *follow one- or two-step instructions in an academic context.*
- *tell a story using a simple or unsequenced list of events or ideas, after listening to a story prompt.*

***Early Intermediate**: Students who perform at this level on the CELDT typically*
- *hear and repeat a few beginning, medial, and ending speech sounds of a word in a phrase.*
- *compare and contrast sounds in simple words.*
- *identify common vocabulary words in response to a picture prompt.*
- *understand and follow simple instructions in an academic context.*
- *tell a story producing at least one sentence that contains a subject and a predicate, after listening to a story prompt.*

***Beginning**: Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may*
- *hear and repeat some speech sounds in context.*
- *identify a few common vocabulary words in response to a picture prompt.*
- *understand and follow simple commands.*
- *tell a story using isolated words or no English words, after listening to a story prompt.*

### Reading

***Advanced**: Students who perform at this level on the CELDT typically*
- *identify and use affixes to infer meaning.*
- *infer meaning from more complex vocabulary.*
- *sequence stated or implied events of a story.*
- *recognize summary statements.*
- *identify cause and effect.*
- *identify traits of characters, intended purpose, and other features of a variety of texts.*

***Early Advanced**: Students who perform at this level on the CELDT typically*
- *recognize words with multiple meanings and root words.*
- *derive the meaning of words in a given context.*
- *identify details, main ideas, and setting in reading passages.*
- *draw simple conclusions about a character in a narrative.*
- *use details to make predictions.*
- *identify stated and implied themes in literary passages.*

***Intermediate**: Students who perform at this level on the CELDT typically*
- *demonstrate decoding skills.*
- *demonstrate knowledge of antonyms and synonyms.*
- *identify the correct meaning of a word in a given context.*
- *make logical inferences in narrative passages.*

***Early Intermediate**: Students who perform at this level on the CELDT typically*
- *identify the use of simple vocabulary within the context of a short passage.*
- *use irregular plurals and words with multiple meanings.*
- *identify the number of syllables in a word.*
- *identify the sequence of events in a passage.*

***Beginning**: Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may*
- *recognize some sound/symbol relationships.*
- *locate information in a simple text.*

### Writing

***Advanced**: Students who perform at this level on the CELDT typically*
- *recognize adjectives and proper nouns.*
- *respond to a picture prompt by writing a complete sentence with no grammatical or syntactical errors.*
- *respond to a narrative prompt by writing an essay with an organized sequence of events or ideas, details, and vivid vocabulary. The essay may contain minimal errors and one or more non-English words.*

***Early Advanced**: Students who perform at this level on the CELDT typically*
- *use correct grammar, such as present tense verbs and subject and verb agreement.*
- *distinguish among various noun endings.*
- *write sentences that are appropriate to the topic. The sentences contain few errors.*
- *write an essay that contains details and a clear sequence of events.*

***Intermediate**: Students who perform at this level on the CELDT typically*
- *write at least one complete sentence in response to a picture prompt. The response may contain a few errors in vocabulary, grammar, and/or syntax.*
- *respond to a narrative prompt by producing a simple sequence of events or ideas that may be disorganized. They use details and repetitive transitional words.*

***Early Intermediate**: Students who perform at this level on the CELDT typically*
- *recognize correctly written forms of address.*
- *use appropriate verb forms when asking a question.*
- *write phrases related to the topic that is presented as a sequence of pictures.*
- *write at least one complete sentence in response to a narrative prompt. The response may contain serious errors in vocabulary, grammar, and/or syntax.*

***Beginning**: Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may*
- *recognize the correct use of capitalization and punctuation in abbreviations.*
- *attempt to write about a topic, but the response is minimal and contains some isolated English words.*